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# READ CANADA!

(INTERMEDIATE PLUS)



Public Service Commission  
of Canada

Language Training  
Program Branch

Commission de la Fonction publique  
du Canada

Direction générale du programme  
de la formation linguistique

Canada



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# **READ CANADA!**

(INTERMEDIATE PLUS)

by MICHAEL SUTTON

English Program Development Division  
Linguistic Services Directorate  
Language Training Program Branch  
Public Service Commission of Canada

*Read Canada! (Intermediate Plus)* is part of the English-as-a-second-language program of the Public Service Commission of Canada's Language Training Program Branch.

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**Another damned, thick, square book!  
Always scribble, scribble, scribble!  
Eh! Mr. Gibbon?**

William Henry, Duke of Gloucester  
(1743-1805)

Edward Gibbon wrote *The Decline and  
Fall of the Roman Empire*.

**The best effect of any book is that it  
excites the reader to self-activity.**

Thomas Carlyle (1795-1881)

**You can cover a great deal of coun-  
try in books.**

Andrew Lang (1844-1912)



# INTRODUCTION

---

## What is *Read Canada! (Intermediate Plus)*?

*Read Canada! (Intermediate Plus)* is a reading skills book for intermediate and high intermediate learners of English as a second language. Using *Read Canada! (Intermediate Plus)*, the learner practises basic reading skills. The texts consist of two types: (1) authentic texts from actual publications, and (2) specially researched texts prepared and written for intermediate and high intermediate learners. The texts and exercises are graded and presented in order of difficulty. Full answers appear at the back of the book.

## Canadian Content

All the texts emphasize Canadian subject matter and cover a broad range of topics of general and specific interest. *Read Canada! (Intermediate Plus)* consists of prose texts, charts, graphs, reading and discussion exercises and suggested answers. The subject matter includes a variety of Canadian topics: maple syrup, Canadian immigration, French Canada, the National Capital Region, Canadian unions, the CBC, and Canadarm.

## The Skills Approach to Reading

Reading involves an interaction between thought and printed language on a page. Good readers form a vague impression about the content of a passage and then scan along the lines of print and down the page looking for information. By selecting appropriate clues, skilled readers prove or disprove their guesses about the contents of a passage. They then either continue to read with a more concrete idea of the message or return to re-read more carefully. In other words, good readers begin with an idea of what they are looking for and then, using a variety of skills, decide whether a passage contains what they are looking for.

*Read Canada! (Intermediate Plus)* takes a skills approach to reading. The skills approach to reading encourages students to get away from inefficient word-for-word reading and to employ a reading skill appropriate to the purpose for which they are reading. In reading an index, for instance, it is more efficient to look for a number of specifications rather than read the entire index.

The exercises in *Read Canada! (Intermediate Plus)* focus primarily on (1) skimming skills, (2) scanning skills, (3) skills for reading for basic comprehension and the more advanced reading skills, (4) reading for thorough comprehension, and (5) critical reading or reading for a point of view.

### SKIMMING

Skimming is quick reading for the subject matter and general ideas in a text, useful when it is necessary to get the job done in as little time as possible. Skimming is a necessary and desirable skill to possess when trying to decide if more careful reading is appropriate or when there is not enough time to read a text slowly and carefully.

### SCANNING

Scanning is a more focussed kind of quick reading. Scanning is quick reading in order to locate specific information. One is scanning a text when one looks for a specific date, name, number, or simple piece of information.

## READING FOR BASIC COMPREHENSION

Reading for basic comprehension is the skill required to determine the basic drift of a passage. It does not involve understanding every detail in the passage. Very often one reads for basic comprehension when one wants to determine whether an article is worth reading in depth.

## READING FOR THOROUGH COMPREHENSION

Reading for thorough comprehension frequently is the only skill taught in a reading class. Reading for thorough comprehension is careful and precise reading in order to understand the full meaning of a text at a level of comprehension that involves being able to summarize or paraphrase an author's ideas.

## CRITICAL READING

Critical reading involves asking questions like: What is the author's point of view? Do I share the author's point of view? Do I agree with and believe the author's arguments and evidence? Critical reading goes a step beyond reading for thorough comprehension. At this level of comprehension readers must make judgments about what they are reading.

## How to use *Read Canada! (Intermediate Plus)*

Each unit in *Read Canada! (Intermediate Plus)* consists of a text and four sections of questions and activities.

### Focus Questions

The focus questions are designed to give students an opportunity to form ideas about the passage they are about to read.

This section consists of:

1. general questions concerned with the overall subject-matter of the text, and
2. simple scanning-for-detail questions where the main task is to locate the answers rather than to read word for word or to read for basic or thorough comprehension.

The questions in the pre-reading section are intended to lead students to form a general idea of the subject-matter of the text by scanning and skimming around the text in order to get an impression of the different parts of the text. The questions are traditional, straightforward information questions. The questions occur before the text, rather than after. Students should have the questions in mind when first looking at a text as an aid to focussing.

### Follow-up Questions

The follow-up questions after each reading passage are re-wordings of the focus questions and should be used as overall spot checks of general reading comprehension.

### Reading Comprehension

The vocabulary development and reading comprehension exercises are designed to help students scan and skim passages for specific information and to comprehend the passages as a whole.

The questions in the reading comprehension section require scanning, skimming, and close reading techniques. The questions are varied in form and include the following types:

1. straight WH-questions,
2. multiple choice questions,
3. true/false questions,
4. questions for extracting and organizing information,
5. questions for deciding which information is relevant,
6. diagram-labelling questions,
7. vocabulary paraphrase questions, and
8. vocabulary search questions.



The questions in the reading comprehension section can be done as a whole-class oral activity with the teacher or students leading the class. The participants in the discussion are encouraged to justify their answers and explain where they found them. Students can also use this book for individual work, or for group-work or pair-work. (Suggestion: Divide the class so that only some students read an article and are asked to report on it to the rest of the class. The students who have not read the text become actively involved in asking questions of those who have.)

### Suggestions for Further Activities

This section is intended to encourage students to use the knowledge they have gained from reading the texts.

This section includes:

1. discussion topics,
2. writing choices,
3. oral activities and role-plays,
4. language-learning games (problem-solving and debate), and
5. interactive activities.

Teachers should encourage students to move through the first parts of each unit systematically and then to select one or two of the Suggestions for Further Activities according to the students' own interests and inclinations. The author encourages students to use their teacher as a resource person at all times and to consult the Answer Key at the back of the book.

GOOD READING!

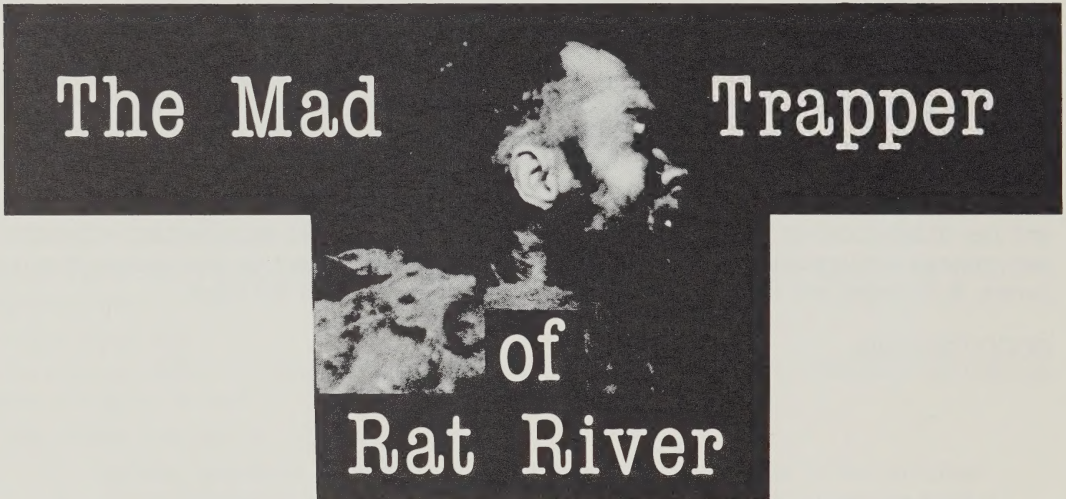
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# UNIT 1: THE MAD TRAPPER OF RAT RIVER

## Focus Questions

Read the text quickly with these questions in mind.

1. Why did the Mad Trapper act as he did?
  2. What new methods did the police use in chasing the Mad Trapper?
- 



Many Canadians don't know the story of Albert Johnson, the Mad Trapper of Rat River.

The time was January, 1932. The place was Rat River, N.W.T., just south of Aklavik. Indians in the area had reported that someone was robbing their traps. The RCMP suspected Albert Johnson and sent two officers to question him.

When the officers arrived at the cabin with a search warrant, one of them, Constable King, went up to the cabin and called Johnson. Johnson answered with a shot that hit the Mountie and sent him backwards into the snow. The other Mountie carried his wounded partner back to Aklavik and reported what had happened.

Two days later a large group of Mounties arrived at Johnson's cabin. He was ready for them, and a 15-hour shootout began. In the end, the Mounties decided to use dynamite. They blew off the door and the roof of the cabin, but Johnson kept on firing. Finally he escaped into the bush. The manhunt for the Mad Trapper of Rat River was on.

Johnson was an experienced trapper, and he knew the land well. His trail was very difficult for the Mounties to follow. He zigzagged, going West towards the Richardson Mountains. He backtracked on his own trail and followed the men who were chasing him. He covered his footprints by mixing them with the tracks of caribou herds.

Once the Mounties caught up with Johnson and opened fire. Johnson played dead, and when the Mounties approached him he suddenly raised his gun and fired, killing an RCMP officer called Millen. In the confusion he escaped into the bush again, and there followed a 600-mile chase through the Arctic bush.

The search party was getting tired and needed supplies. The Mounties sent for help, and Wilfred 'Wop' May, bush pilot and World War I flying ace, answered the call. So began the





*Constable Edgar 'Spike' Millen who was killed by Johnson in the shoot-out of January 30, 1932.*

*Wilfred 'Wop' May, bushpilot.*



first police operation in Canadian history in which the Mounties used airplanes and radios to track their man.

May flew a Bellanca monoplane out to the RCMP search party and delivered a load of dynamite, tear gas, ammunition and food supplies. From the air, May could see that Johnson was backtracking and radioed to the Mounties where they could find him.

The Mounties surprised Johnson, and opened fire. They killed the Mad Trapper, but not before Johnson had shot and wounded one of them. 'Wop' May flew the wounded Mountie out of the bush to hospital in Aklavik, saving the Mountie's life. Later, the pilot brought the rest of the search party out in several other flights.

Albert Johnson had led the Mounties on a 39-day chase, and had killed one of their officers and wounded two others in one of the Mounties' most spectacular manhunts. But in the end the Mounties got their man. Albert Johnson was dead. The case of the Mad Trapper of Rat River was closed.

But although the case is closed, the mystery has never been cleared up. Why did Johnson shoot King before King had a chance to talk to him? Was Johnson mad? Did he have 'cabin fever'? Or did he have something to hide?...

## Follow-up Questions

*Answers on page 79*

1. What are possible explanations for Johnson's actions?
2. How did 'Wop' May assist the RCMP on this case? You should find four answers.

## Reading Comprehension

### VOCABULARY

Find words or phrases in the text that mean:

- |   |   |
|---|---|
| 1. stealing things from                         | 5. expert                               |
| 2. authority to enter and look round a building | 6. bullets                              |
| 3. pretended to be dead                         | 7. group of people looking for somebody |
| 4. lifted                                       | 8. exciting and dramatic                |
|   | 9. solved                               |

### SCANNING FOR DETAIL

Try to answer these questions with as little re-reading as possible.

1. Who is the central character in the text? Give (a) his real name, and (b) the name he is remembered by.
2. a. In what year did the events take place?  
b. In what part of Canada did the events take place?
3. Name (a) the pilot, and (b) the type of airplane he flew.
4. Why did the Mounties visit Johnson on the first occasion?
5. a. How many confrontations were there altogether between Johnson and the RCMP?  
b. During which confrontation were there no casualties?

### SKIMMING FOR INFORMATION

1. How many people were (a) killed, and (b) wounded during the manhunt?
2. What three things did Johnson do that made him difficult to track?
3. In what way was this manhunt a Canadian 'first'?
4. Why, in your opinion, was Johnson known as the 'Mad Trapper'?

## ... A POSSIBLE SOLUTION

When the Mounties searched Johnson's cabin, they found a jar which contained some gold fillings for teeth. The fillings were not from Johnson's mouth. Where did they come from?

In the 1920's, there were several spectacular unsolved murders in the region of the Nahanni River, which became known as Headless Valley. Four bodies of trappers with their heads missing were found in the Valley. The police searched for a man named Nelson, who was hunting for gold in the area. They never found him. There is a photograph of Nelson, which shows that he looked rather like Albert Johnson.

Was Albert Johnson really Nelson, the murderer of Headless Valley? Did he kill the trappers and steal their gold fillings after cutting their heads off? Did Johnson think the Mounties had come to arrest him for the Headless Valley murders?

No one will ever know for sure.

---

### MORE COMPREHENSION QUESTIONS

1. Why did the region of the Nahanni River become known as Headless Valley?
2. What possible motive for the murders is mentioned?
3. There are three reasons that the police thought Nelson and Johnson might be the same person. What are they?



# Suggestions for Further Activities

## DISCUSSION TOPICS

1. If Johnson had not shot King and the police had searched his cabin and found the fillings, would a jury have convicted him of the Headless Valley murders? If not, what other evidence might the police have looked for?
2. What do you know about the Mounties? Do you know any other stories — new or old — about the Mounties?

## WRITING CHOICES

1. You are an RCMP officer. Write a memo that can be put in file number 683527 on the Headless Valley murders to close that case. Refer to the report on the Johnson case dated 15 April 1932 in file number 12651, but include enough detail in your memo that the reader can understand it without the other file.
2. You are a journalist who has just interviewed members of the search party after their return to Aklavik. Write a front-page report for your newspaper, together with a suitable headline.

## INTERVIEW

Choose one of the following interviews:

1. Between a journalist and one of the Mounties in the search party, immediately after Johnson's death in 1932.
2. A modern interview for radio between a journalist and the president of the Aklavik Regional Historical Society on the Mad Trapper mystery.

Work in pairs to plan the interview. Each pair should be two students who will play the same role.

Journalists: Decide what questions you will ask.

Interviewees: Decide what information you want to give.

Now change partners and conduct the interview.

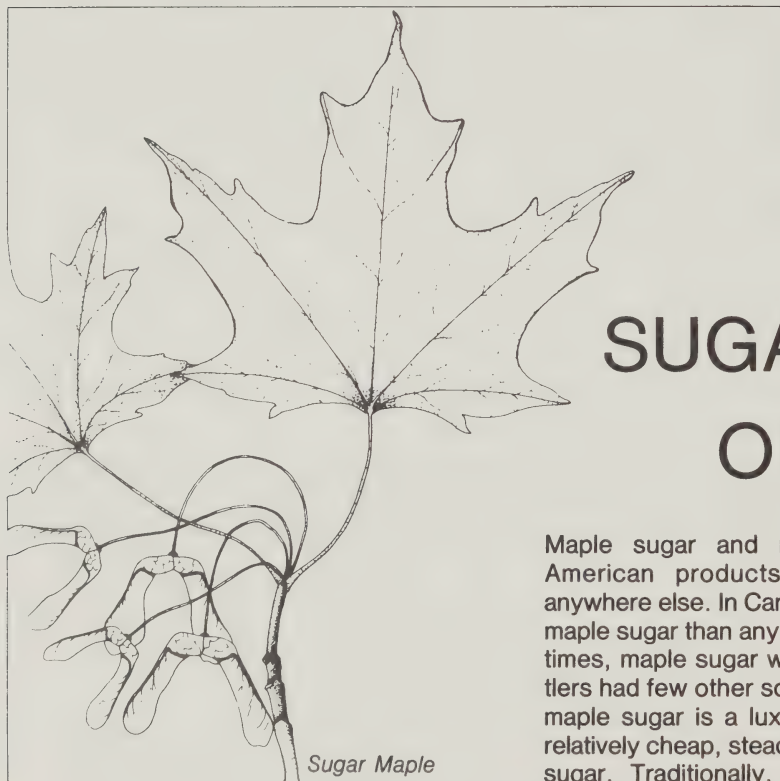


## UNIT 2: MAPLE SYRUP

### Focus Questions

Read the text quickly and look at the diagrams with these questions in mind.

1. How can you recognize high-quality maple syrup?
2. What other products can be made from maple syrup?
3. Where are maple syrup products produced?



*Sugar Maple*

## SUGARING OFF

Maple sugar and maple syrup are North American products. They are not made anywhere else. In Canada, Quebec makes more maple sugar than any other province. In colonial times, maple sugar was a necessity since settlers had few other sources of sugar, but today maple sugar is a luxury since there is now a relatively cheap, steady supply of cane and beet sugar. Traditionally, sugaring off involves a gathering of friends and neighbours to help in the process of maple sugar making, and later to enjoy a party.

Maple sugar and maple syrup are made primarily from the sap of Sugar Maple trees. They are also made from the sap of Red and Silver Maples. Sap is the watery juice which carries food and chemical products to nourish the maple tree during the growing season. It takes 32 litres of sap to make one litre of maple syrup. In 1984, Canada produced 8,241,000 L of maple syrup.



Maple sugar making takes place in the early spring when the sap begins to flow. Freezing nights and sun-warmed days are ideal for making the sap flow. Sap flows first on the south side of the maple tree, since this side of the tree receives the most heat and light from the sun. The sap then flows up the sapwood and down the inner bark.

## Tapping the Tree

The tapping season is only three or four weeks long every year. Metal spouts are placed in selected trees. Trees less than 30 cm in diameter should not be tapped because they need all possible nourishment for their growth. Bigger trees can be tapped in several places. However, the position of tap holes should be changed every year in order to allow the tree to heal and to avoid fungus infections.

The hole should be about a centimetre wide and about 7.5 cm deep, about breast-high and at an angle slanting upwards into the tree. Sap comes from all parts of the tree, from both above and below the tap hole, but more sap comes from above than from below. After the drilling of spout holes, spouts are hammered into the trees and collecting the sap begins.

## Collecting the Sap

The traditional way to collect sap is to attach a pail to each spout and allow the sap to flow down the spout into the bucket. In the past, wooden buckets were used. Today, however, many people use metal or plastic pails with lids to keep the sap clean. Other people attach plastic bags to each spout.

Another, more commercial way of tapping and collecting sap is to do both in one operation by means of a network of plastic tubing connected to all the trees. This sort of system uses the force of gravity, often helped by a pump, to carry the sap directly to a sugar shack located in a place lower than the trees. This system is especially suited to hilly sugar bush.

Sap may sour quickly on a warm day or freeze during a cold spell, so it is best to get the sap to the sugar shack on the same day it is gathered.



## Boiling the Sap

Once the sap reaches the sugar shack it is placed in evaporators — flat metal containers with dividers. A hot, steady fire is kept going under the evaporators. Even, steady heating of the sap is important to the production of high-quality syrup because it is during the boiling process that the syrup acquires its full flavour — or loses it. In order to boil, maple sap must reach a temperature of  $4^{\circ}\text{C}$  above the boiling point of water.

A sap-regulator lets the sap flow in at the back of the evaporator. The sap then zigzags from one compartment of the evaporator to the next, bubbling and thickening as it goes. It takes about an hour to reduce the sap to maple syrup. In this process, 97% of the water in the sap is boiled away. To prevent boiling over, a piece of fat is usually hung above the boiling sap. Sap bubbles break up when they touch fat.

The sugar maker knows when the syrup is done by checking with a big wooden spoon to see if the syrup flows slowly and evenly and sticks to the spoon. Syrup is divided into four different grades of quality according to colour. The lighter and clearer the syrup, the higher its quality.

By further boiling, the syrup can be reduced to taffy. At sugaring-off parties in the sugar bush, the taffy is hardened by pouring it over snow to make it solid before being eaten. Maple sugar is made by still further boiling and by stirring and beating the taffy. When it reaches the desired consistency, it is poured into molds. The molds are then placed in drying racks, and the taffy is allowed to harden into maple sugar.



*Modern method of collecting maple syrup. The trees are all connected by a sap line.*



## Follow-up Questions

*Answers on page 79*

You should not need to look at the text again for these questions.

1. Name three products a maple grove yields.
2. Would you prefer pale maple syrup or darker maple syrup? Why?
3. What country other than Canada produces maple syrup?



# Reading Comprehension

## VOCABULARY

Find words or phrases in the text that mean:

- |   |                                 |
|---|---------------------------------|
| 1. early immigrants to Canada                   | 5. maple grove                  |
| 2. drawing sap from a tree by cutting into it   | 6. candy which can be stretched |
| 3. plantlike organism similar to mould or yeast | 7. the season for making syrup  |
| 4. bucket                                       |                                 |

## TRUE/FALSE

On a separate sheet of paper answer true (T) or false (F).

1. Maple sugar has always been a luxury.
2. Sap begins to flow in maples in the fall.
3. Tap holes should be in the same places every year.
4. There are six grades of maple syrup.
5. Sap flows first on the south side of the tree.
6. Maple sugar is made mainly from the sap of Red and Silver Maples.
7. Today most of the sugar supply is cane and beet sugar.
8. Sap can be stored for long periods provided it is not allowed to freeze.
9. Molds are used in making maple syrup.

## SKIMMING FOR INFORMATION

1. What is the boiling point of maple sap?
2. How much maple syrup did Canada produce in 1984?
3. Why is the even heating of sap important?
4. Give two reasons for getting sap to the sugar shack quickly.
5. What other products can be made by boiling maple syrup further?  
Which one requires the most boiling?

## SUMMARIZING A TEXT

This is a drawing of a sap evaporator. Label the parts of the evaporator mentioned in the text and then indicate how the sap flows through the evaporator in the process of boiling.

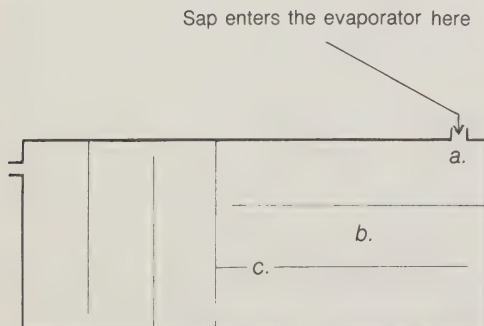
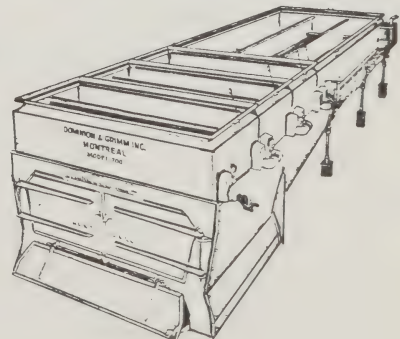


Fig. 2. Sap evaporator.



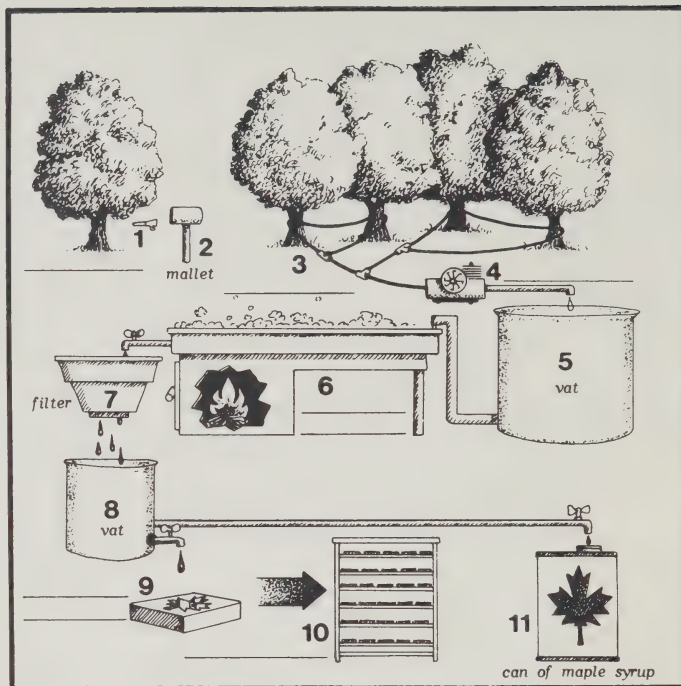
## DESCRIBING A PROCESS

On a separate piece of paper write the numbers 1-11, label the parts of the diagram and describe what is happening in each picture.

## DRAWING CONCLUSIONS

Use information in the text and graphs to work out answers for these questions.

1. Give an order-of-magnitude estimate of Canada's annual use of maple sap. (Thousands of litres? Tens of thousands? Millions? Billions?)
2. What three plants are used to produce sugar? How do the costs involved compare?
3. What types of containers are used for sap collection? Is there a way to do it without containers?



## Suggestions for Further Activities

### WRITING CHOICES

1. Write a plan for a government program to start a maple syrup industry (or a study of feasibility) in, say, Sweden or the Soviet Union.
2. Rum is made from sugar cane. Write a letter to DREE (the Canadian government's Department of Regional Economic Expansion) asking what assistance is available for a new company planning to produce liquor from maple syrup. Be sure to show how many people you expect to employ and whether the jobs are seasonal or year-round.

### DISCUSSION TOPICS

1. How would adding water to a low-grade syrup affect the colour? Knowing this, how would you choose good syrup?
2. Often a group of people make sugar together and have a party afterwards. What other jobs can be done this way? Have you ever been to a work-and-party session? Doing what?
3. In some parts of Canada, acid rain caused by industrial pollution is damaging forests. What should be done about this? Who should pay for pollution-control measures?
4. Often pollution crosses borders. For example, the smelter at Sudbury, Ontario, causes acid rain in Quebec while some American industries cause acid rain in Canada. Discuss the problems involved in controlling this.



---

## UNIT 3: BEAR COUNTRY

### Focus Questions

Before you read the whole text look at the title, the captions and the section headings.

1. Predict what the text will be about.
  2. Make a detailed list of things you expect the author to cover.
- 

# You are in Bear Country



It's been their home  
for thousands of years.

You're the visitor.  
Remember that and act  
accordingly.

The bear is an animal that demands your respect.

Its seemingly amusing antics belie  
its great strength and agility.

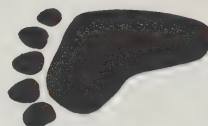
But it will defend itself, its young and its territory if it feels threatened.

Knowledge and alertness can help you avoid  
a hazardous encounter with a bear.



Right Hind

Right Front



Right Hind



### BLACK BEAR

(*Ursus americanus* Pallas)

### GRIZZLY BEAR

(*Ursus arctus horribilis* Ord)

Colour:	varies from pure black to cinnamon or blond; most are black with brownish muzzle; often a white patch below throat or across chest.	varies from black to blond; frequently with white-tipped fur, giving a grizzled appearance.
Height:	about 90 cm at the shoulder;	a little over 1 m at the shoulder;
Length:	about 1.5 m;	reaches 1.8 to 2 m when standing on hind legs;
Weight:	ranges from 57 kg to more than 270 kg. Females are generally smaller than males.	averages about 200 kg; some weigh up to 450 kg. Females are generally smaller than males.
Distinguishing characteristics:	smallest member of the North American bear family; usually has straight facial profile and tapered nose with long nostrils; feet are flat-soled with short, curved claws; smaller than the grizzly and has a higher head carriage and straighter shoulder-rump line; agile climber.	prominent humps over the shoulders formed by the muscles of massive forelegs; sloping back line; dished or concave face; long curved claws.  A small grizzly is often difficult to distinguish from a large black bear. Treat all bears with extreme caution.
Habitat:	can be found in most of Canada's national parks; prefers heavily wooded areas and thick bushland all year round.	is found only in western and northern mountain parks. Is migratory: in summer lives in the high alpine country; descends to the valley bottoms in spring and fall.



## ***A Few Hints to Avoid a Bear Encounter***

- Always hike in a group.
- Carry a noisemaker, such as bells or cans containing stones. Most bears will leave the area if they know you are there. BUT REMEMBER in thick bush or near rushing water, the bear might not hear your noisemaker.
- Be especially careful when travelling into the wind. The bear may not get your scent, and may be unaware of your approach.
- NEVER go near a bear cub. You could end up meeting several hundred kilos of angry mother bear.
- Don't take your dog into the back country. The sight and smell of a dog often infuriates a bear, and may bring on an attack.
- Bears will eat almost anything, and are attracted by the smell of food. So keep your campsite clean; don't eat or cook in your tent; don't store food in your tent; and put all garbage in the nearest container.
- DO NOT bury garbage: bears can easily smell it and dig it up. The bear may then remain in the area and become a danger to the next group of hikers.
- Keep in the open and avoid food sources such as berry patches and dead animals. Watch out for bear signs — fresh tracks, digging and bear droppings.



*A black bear and its cub.*

*A grizzly bear in a national park.*



## ***If You Meet a Bear ...***

You can reduce the danger in the following ways:

- if you see a black bear at a distance, make a wide detour.
- if you see a grizzly, leave the area at once.
- keep upwind, so that the bear can get your scent and know you are there.
- If you can't leave or detour, wait until the bear leaves your path — always leave him an escape route.

## ***If You Meet an Aggressive Bear ...***

Running is not a good solution. Most bears can run as fast as a racehorse, and sudden movements may bring on an attack.

A bear standing on its hind legs is not always aggressive. It may just be trying to focus its weak eyes. Stand still and speak in a low voice. This may show the bear that you mean no harm.

If you meet an aggressive grizzly in a wooded area, speak softly and back slowly toward a tree. At the same time, slowly remove your pack and put it on the ground to distract the

bear. Climb a good distance up the tree. Most adult grizzlies can't climb, but large ones can stretch up to three metres.

Black bears are good climbers, so a tree may not offer an escape.

If you have no escape route you may, as a last resort, have to 'play dead'. Drop to the ground face down, lift your legs up to your chest and put your hands over the back of your neck. Wearing your pack will protect your body. Bears sometimes only inflict minor injuries under these circumstances. It takes courage to lie still. But, resistance would be useless.

## Man survives bear attack by playing dead

VANCOUVER (CP) — Dave Johnson thought he was dying when a huge grizzly began gnawing at his body.

He screamed and kicked frantically as the 225-kilogram bear chewed away. Then her cub took over, sinking its teeth into his arm and dragging him 12 metres.

Johnson, 41, sat up in his bed Tuesday at Vancouver General Hospital and told of how he escaped with his life by playing dead.

He and friend Joe Nixon were deer-hunting in woods near Creston, in southeastern B.C., on Sept. 15 when the bear attacked.

"I knew I was going to be roughed up," said the Creston resident. "When you are face-to-face with a grizzly and a cub you expect to be slapped around a little."

But he wasn't prepared for what followed.

"She just grabbed me by the arm and threw me down to the ground and the fight was on.

Then she started gnawing at my side.

"All of a sudden I was being dragged along the ground by the cub. I am lying there being chewed by the mother bear and all of a sudden I am being dragged."

"I just lay there, I could feel the breathing behind me. I lay still because I had heard they go away if you play dead. All of a sudden the breathing stopped. I was frightened to death."

Johnson dragged himself up a hill to wait for Nixon, who took him to hospital.

Johnson lifted his hospital shirt to show where the bear tore off a triangular piece of flesh. He pointed to his right eye which is still closed, to the long scar on his forehead and to the left arm where bones are being held together by a mechanical device.

But his injuries won't keep out of the woods. He says he expects to be heading back next season — bears or no bears.

### Follow-up Questions

Answers on page 80

1. How accurate were your predictions about the text? Make a list of
  - a. things you predicted which did not occur;
  - b. things in the text which you had not predicted.
2. Which type of bear is larger, the black bear or the grizzly bear?

# Reading Comprehension

## VOCABULARY

Find words or phrases in the text that mean:

1. meeting
2. misrepresent; give a false idea of
3. walk long distances in the country
4. flowing quickly
5. not knowing; ignorant
6. baby bear
7. makes angry
8. keep until needed
9. put under the ground
10. footprints

## TABLE READING

Which type of bear does each of the following facts apply to?

1. It migrates.
2. It can weigh 200 kg.
3. It spends summers in wooded areas and bushland.
4. It can climb trees.
5. Its colour varies from black to blond.
6. It often has white-tipped fur.
7. It is found in eastern parks.



## READING FOR DETAILED UNDERSTANDING

1. Look at the section called *A Few Hints to Avoid a Bear Encounter*.
  - a. Why do you think the writer advises hikers to hike in groups?
  - b. What four indications are given that suggest that bears might be in the area?
  - c. Which pieces of advice do you think come under the following headings?
    - (i) Keep away from places where there are bears.
    - (ii) Don't attract bears to you.
    - (iii) Don't make bears angry.
    - (iv) Let the bear know you're there.
2. Look at the section called *If You Meet a Bear*.
  - a. What does this section tell you about the difference between black bears and grizzlies?
  - b. Look at the last two pieces of advice. What do you think will happen if either of them is ignored?
3. Look at the section called *If You Meet an Aggressive Bear*.
  - a. Explain the difference between the situation in this section and the situation in the previous section.
  - b. Give two reasons why running away is not a good idea.
  - c. What three reasons might there be for a bear getting up on its hind legs?
  - d. How does the writer suggest you might be able to reassure a bear?
  - e. Explain exactly what you should do if you meet an angry grizzly
    - (i) in a wooded area, and (ii) in an area without trees.
  - f. Why does it take courage to 'play dead'?



# Suggestions for Further Activities

## DISCUSSION TOPICS

1. How good were your predictions for each section of the text?
2. Imagine you are visiting a national park. Do you think that the text contains
  - a. too little information about bears?
  - b. the right amount of information about bears?
  - c. more information than you need about bears?Give reasons for your choice.
3. How do you feel about visiting a national park now that you have read the text? What do you think you would do if you met a bear?
4. What other dangers are there for hikers in national parks?

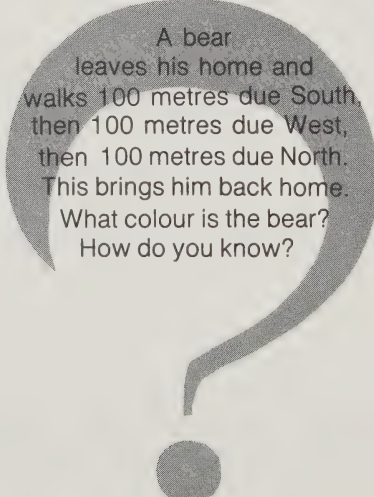
## WRITING CHOICES

1. Write a paragraph comparing black bears and grizzly bears.
2. A friend of yours is going hiking in the back country. In a letter, summarize the most important five or six pieces of advice about bears.
3. You live near a national park where several people have recently been injured by bears. You think that more public education is necessary before people go hiking in bear country. Write a letter to a newspaper expressing your point of view.

## INTERVIEW

- A: You are going to interview a park warden about the dangers of bears for hikers, and how to deal with them. Think of some of the questions that you will ask.
- B: You are a park warden and an expert on bears, and you are going to be interviewed. Think of some of the information that you want to get across for the safety of hikers in national parks.
- Now conduct the interview.

## A PUZZLE



A bear  
leaves his home and  
walks 100 metres due South,  
then 100 metres due West,  
then 100 metres due North.  
This brings him back home.  
What colour is the bear?  
How do you know?

---

## UNIT 4: WILD STRAWBERRIES

### Focus Questions

Skim the text for the main ideas. As you are skimming ask yourself the following questions:

1. What are the three major species of wild strawberries found in Canada?
  2. What are some general characteristics of wild (and cultivated) strawberries?
- 

# WILD STRAWBERRIES

(Rose Family)

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### How to Recognize

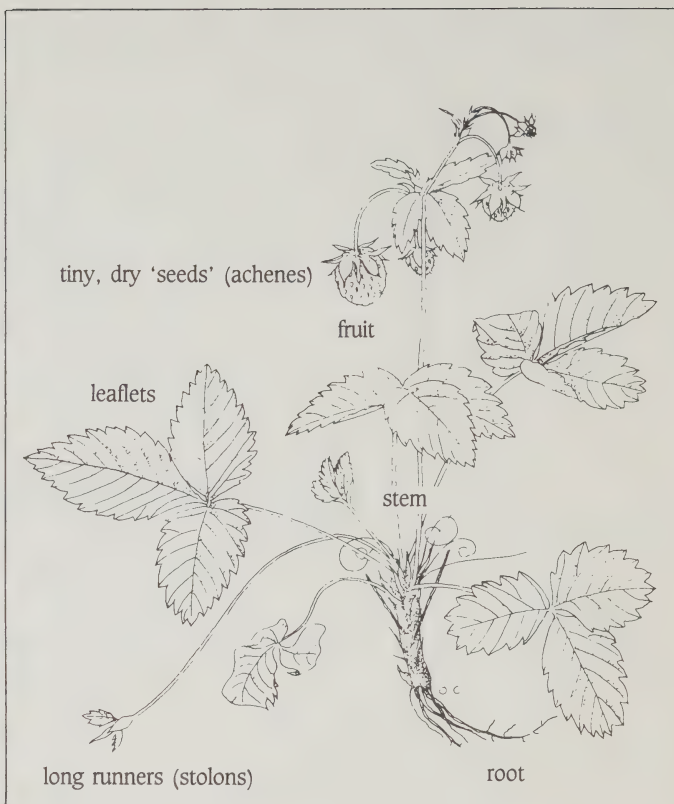
There are at least three species of wild strawberry in Canada: the woodland strawberry (*F. vesca* L.); the Virginia, or field, strawberry (*F. virginiana* Duchesne); and the seaside, or Pacific, strawberry (*F. chiloensis* [L.] Duchesne). The first two are usually divided into several varieties, some of which are recognized as separate species by some botanists. Additionally, the garden strawberry, considered to be a hybrid (sometimes designated *F. chiloensis* var. *ananassa* Bailey) of the seaside strawberry and Virginia strawberry, is commonly grown throughout Canada, and is frequently seen along roadsides and railways. The fruits of all species are delicious and can be used interchangeably in cooking.

Almost everyone can recognize a wild strawberry because the fruits are so well known and the plants so similar to those under cultivation. The wild strawberries, like their cultivated relatives, are leafy perennials growing from thick rootstocks. They reproduce vegetatively by means of long runners, or stolons. The leaves have long stalks and are divided into 3 more or less equal rounded segments, each coarsely toothed at the edges. The flowers, in loose, few-flowered

clusters, are white and five-petalled. The fruits, which develop from the flower receptacles, are spherical or conical, fleshy, and usually bright scarlet, with tiny, dry 'seeds' (achenes) adhering to the outer surface. The woodland strawberry has bright-green or yellowish-green leaves, with the terminal tooth on the leaflets quite prominent. The fruits tend to be long-stemmed and elongated, and the achenes adhere superficially to the fruit. In the Virginia and seaside strawberries the leaves are more bluish-green, with the terminal tooth on the leaflets shorter than those on either side. The fruits are often produced at ground level, or at least below the level of the leaves, and are more spherical, with the achenes set in pits on the fruit. The seaside strawberry has thicker, more leathery leaves than the Virginia strawberry, and is found strictly in coastal areas.

### Where to Find

The woodland and Virginia strawberries are found in woods, meadows, and clearings across Canada, from lowlands to considerable elevations in the mountains. The seaside strawberry is found only along the Pacific coast on sand dunes and rocky headlands.



## How to Use

There are few wild fruits anywhere that can compare in flavour with a succulent, ripe, wild strawberry. Although small in size, wild strawberries often occur in large numbers, especially in moist clearings. They usually ripen in June (at lower elevations) and are thus among the earliest wild fruits. They are best when eaten fresh, seldom require sweetening, and are so fragrant that before eating them you should close your eyes and breathe in their sweet aroma, which is equal to the best perfume money can buy. It is said that in some places you can smell a patch of wild strawberries long before you come across them.

Wild strawberries can be used in any way that the cultivated ones are. They contain less water than garden strawberries and can be easily dried if you can gather enough.

Whatever they lack in size they certainly make up in flavour. In short, we concur with fisherman-philosopher-writer Isaac Walton, who said that doubtless God could have made a better berry, but doubtless He never did.

## More for Your Interest

The name *strawberry* is not derived, as many people think, from the berries being grown over straw to keep them clean, but from the Anglo-Saxon name *streowberie*, alluding to the plant's long runners being 'strewed' over the ground.

Strawberries make a very pleasant tea, used for centuries as a folk remedy for diarrhea. The crushed berries also make a pleasant beverage, alone or mixed with other fruit juices in punch.





# RECIPES

## Strawberry Leather

Gather as many ripe wild strawberries as you can. Mash by hand or purée in a blender, and pour out onto large sheets of heavy waxed paper. Place these in the sun or in a food dehydrator, and allow the fruit to dry to a tough, leather-like consistency. Peel off the paper and store the leather in jars in a cool place. Will keep well if thoroughly dried.

## Sun-cooked Strawberry Jam

2 L wild strawberries (8 cups)  
1.3 L sugar (5 1/2 cups)

Carefully wash, drain, and hull berries. Combine fruit with sugar in alternate layers in large saucepan. Bring to boiling point slowly over low heat, stirring until sugar is dissolved. Boil rapidly for 2 minutes. Skim. Spread the berry mixture in thin layers on large platters or baking pans. Cover with window or picture glass and let stand in the sun for 7 to 10 hours. Pour into hot, sterilized jars and seal with paraffin. Store in a cool place. Yields about 3 small jars. Much of the fresh flavour is retained using this method.

## Wild Strawberry Delight

3 egg whites  
125 mL fruit sugar (1/2 cup)  
125 mL whipped cream (1/2 cup)  
250 mL mashed wild strawberries (1 cup)  
25 mL brandy or Cointreau (1 1/2 tbsp)  
a small handful of fresh strawberries

Beat egg whites until stiff and fold in sugar. Whip cream. Combine egg whites, whipped cream, mashed strawberries and brandy or Cointreau. Sprinkle with whole berries and serve immediately. Serves 2-3. (From Enid K. Lemon and Lissa Calvert, *Pick'n'Cook Notes*.)

Text, drawing and recipes from: *Edible Wild Fruits and Nuts of Canada* by Nancy J. Turner and Adam Szczawinski (Ottawa: National Museum of Natural Sciences, National Museums of Canada, 1979). The layout of the original text has been modified and our own labels have been added to the illustration.

## Follow-up Questions

Answers on page 80

Try to answer the following questions without looking at the text.

1. Give a common English name for each of the three kinds of wild strawberry.
2. List some characteristics common to wild strawberries. Consider their leaves, flowers, and fruits.
3. Of the three main species of wild strawberry discussed, which two species have more in common? List the three main features.

# Reading Comprehension

## VOCABULARY

Find words or phrases in the text that mean:

1. one of a series of plants or animals having a more or less similar structure
2. the offspring of two plants or animals of different species
3. plant living for more than two years
4. branch that takes root at the tip and grows into a new plant
5. part of a plant that bears petals, stamens, pistils
6. at the end, as growing at the end of a stem
7. having a round body
8. raised place

## SCANNING FOR SPECIFIC INFORMATION

On a separate piece of paper, answer true (T), false (F) or not enough information (X), according to the text.

1. Wild strawberries and cultivated strawberry plants look very different.
2. The garden strawberry is a hybrid of the seaside and woodland strawberries.
3. Strawberries are classified as perennial plants.
4. Strawberries reproduce vegetatively by means of stolons.
5. Strawberry flowers grow in clusters and are white and six-petalled.
6. The leaves of strawberry plants have tooth-shaped edges which make them very sturdy.
7. The fruit of the woodland strawberry is spherical.
8. The leaves of the Virginia and seaside strawberries are bluish green.
9. The seaside strawberry grows only along the Eastern coast.
10. Wild strawberries have a very weak taste and smell.
11. Garden strawberries contain more water than wild strawberries.
12. Several pleasant drinks can be made from strawberries.
13. When making Wild Strawberry Delight you first beat the eggs.
14. Strawberry leather is a popular Canadian confection.
15. Strawberry jam cooked in the sun is very tasty.

## MAKING COMPARISONS, DEDUCTIONS AND INFERENCES

1. On a separate piece of paper, copy and complete the following chart using the information provided in the text.

Variety	Colour of Leaves	Description of Terminal Tooth on Leaflets	Shape of Fruit	Areas Where Found
<b>WOODLAND STRAWBERRY</b>	bright-green, yellowish-green			in woods, meadows, clearings across Canada (from lowlands to mountains)
<b>VIRGINIA (FIELD) STRAWBERRY</b>		shorter than teeth on side		
<b>SEASIDE STRAWBERRY</b>			spherical	

2. Now, using the chart, mark these statements true (T), false (F), or not enough information (X) on a separate piece of paper.
- The leaves of the woodland strawberry are a lighter green than those of the field strawberry.
  - The terminal teeth on the leaflets of the seaside strawberry are shorter than those on the leaflets of the woodland strawberry.
  - One is likely to find the seaside strawberry at high elevations.
  - The field strawberry has more features in common with the seaside strawberry than with the woodland strawberry.
  - The woodland and field strawberries are rarer than the seaside strawberry.

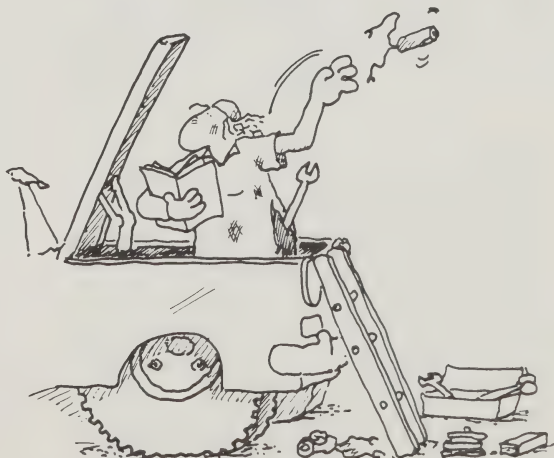
## Suggestions for Further Activities

### DISCUSSION TOPICS

- Are there any advantages to eating wild fruits and vegetables instead of the garden varieties? Are there any disadvantages?
- Natural foods are gaining popularity over processed foods in our more health-conscious society. Do you consider this difference important? Where can you find unprocessed foods in your area?
- Name a wild fruit or vegetable you like to eat and explain how you would cook it.

### WRITING CHOICES

- Write out one of your favourite recipes in a format similar to the recipes in the text. If the whole class writes recipes, you can get them photocopied to make a class cookbook and give a copy to each student.
- Write a short description, like the *How to recognize* section of the text, which tells how to classify some other common objects. Choose your own topic, or use one of these:
  - different breeds of dog
  - types of cameras
  - some other plant
- Recipes are a kind of written instruction. Choose some procedure other than cooking, perhaps some task in your office, or some small job around the house, or a small piece of car maintenance. Write instructions for that task.





# UNIT 5: CANADIAN ALL-TERRAIN VEHICLES

## Focus Questions

Skim the text fairly quickly with the following questions in mind.

1. What is the subject of the text?
2. What is the purpose of the text? Is the author trying to convince you to believe something?



## VEHICLES THAT

1.

2.



After some interesting bouncing about in the early years, the Canadian automobile industry settled down to being a pale copy of the United States'. For some reason, Canada has never even developed cars suited to its climate. Sweden, a much smaller country, much less endowed with resources, has developed at least two outstanding automobiles — the Saab and the Volvo — both well designed for the difficult Swedish climate. And both of these have enjoyed good sales abroad, including Canada. The rigours of the Canadian climate would seem to demand a small, manoeuvrable, well-heated automobile driven by an air-cooled engine. Since 1907 Canadian automobile manufacturers have provided large, heavy, slow-steering vehicles driven by water-cooled engines. These appear to be designed — if they are designed at all — for use at Palm Springs, California.

3.



With off-road vehicles, the story is different. Since much of Canada has no roads at all, it is not surprising that we have spent a great deal of time and money developing vehicles which can go anywhere. Perhaps the first approach to the off-road vehicle was the caterpillar track. This was described by Leonardo da Vinci, and patented in 1770, but was almost unused until the end of the 19th century. A caterpillar track wagon, pulled by two horses, was in use in Richmond, Quebec, in 1903.

The pioneer developer of the off-road vehicle was Armand Bombardier, of Valcourt, Quebec. He developed his snowmobile in 1926 and his vehicles



4.



5.

## GO ANYWHERE



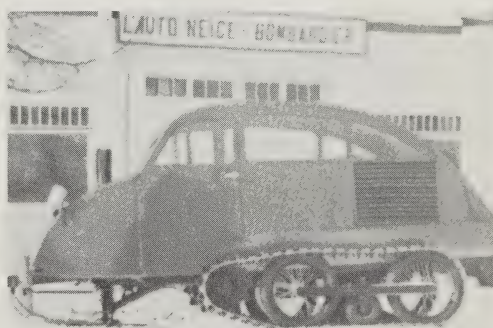
6.

are to be seen wherever heavy loads have to be carried over difficult terrain. The Bombardier muskeg tractor is a vehicle with special wide tracks to keep it from sinking into the muskeg of the far north.

In the Fifties, Bombardier pioneered in the development of small light snow vehicles for winter sports. Vehicles like the *Ski-doo* have caught on, and building light vehicles for towing skiers and for easy cross-country travel in winter has become a big industry in Quebec. They are not an unmixed blessing, as the swelling number of *Ski-doo*s is threatening to make our winter woods as unpleasant as the outboard motor has made our summer lakes.

French-Canadian inventors seem to specialize in odd vehicles. Arthur Sicard did pioneering work on snowblowers and holds basic patents on this type of machine. And the Thibaults, at Pierreville, south of Montreal, have been building fire engines for Canada for half a century.

Malcolm Dion and his brother developed the *Scout* in Ontario's Georgian Bay around 1947. This is a sledlike boat driven by an air propeller. It



7.

8.




---

1. *Ski-doo* pulling loaded sleds in the Arctic. 2. Armand Bombardier. 3. *Ski-doo* used as recreation vehicle. 4. The *Alligator* moving itself across a swamp. 5. Industrial tractor hauling logs. 6. A large tracked vehicle. 7. A seven-passenger snowmobile. 8. Bombardier's first snow vehicle.

solved the problem of bringing supplies to the islands off the Georgian Bay mainland in the spring and fall, when the ice was strong enough to prevent the passage of ordinary boats, yet not strong enough to support an automobile. This type of vehicle, now called a swamp buggy, is used extensively in the Florida Everglades.

Rinaldo Boissonault, who worked for Sicard Inc. for many years improving the snowplow and various types of large snowblowers, holds a patent on the *Sanivan*, which is used in many major cities for collecting garbage. Because of these and other key patents, Sicard Inc. has become a major Quebec industry.

## Follow-up Questions

*Answers on page 81*

1. In general, what is the subject of the text?
2. Now list the names of the vehicles that are mentioned in the text.
3. Work in pairs and make a list of off-road (all-terrain) vehicles that you and your partner know about but that are not mentioned in the text.



## Reading Comprehension

### VOCABULARY

Find words or phrases in the text that mean:

1. springing back or up from the ground
2. having less than the usual amount of colour
3. right for the occasion, purpose, condition
4. harsh
5. engine temperature kept down without a radiator
6. engine temperature kept down with a radiator
7. the elongated worm-like larva of a butterfly or moth
8. metal tread on a vehicle like a tank; an endless loop of metal bars moved by gears and wheels
9. four-wheeled vehicle used to pull loads
10. took the lead
11. across fields or open country
12. something that isn't entirely good
13. to keep something from happening or existing
14. machine which pushes snow out of the way



## SCANNING FOR DETAIL

1. What is the date given for the beginning of automobile manufacturing in Canada?
2. When was the caterpillar track patented?
3. According to the text, when did people begin to use caterpillar tracks?
4. According to the text, in what year did Armand Bombardier first develop a snowmobile?
5. According to the text, how long have the Thibaults been building fire engines in Canada?
6. Around what year was the Scoot developed?

## TRUE/FALSE

On a separate piece of paper answer true (T), false (F) or not enough information (X).

1. Canada has not developed an ordinary car suitable for its climate.
2. Large, heavy, slow-steering cars with water-cooled engines are best suited to Canada's climate.
3. Canada has spent very little time and money on developing off-road vehicles.
4. The first approach to off-road vehicles was the caterpillar track.
5. Canadians have been interested in off-road vehicles because much of Canada has no roads.
6. The Scoot was the ancestor of the swamp buggy.
7. Malcolm Dion's brother's name was Pierre.

## READING FOR A POINT OF VIEW

Answer true (T) or false (F) and discuss the author's point of view.

1. The author of *Vehicles That Go Anywhere* is impressed with Canada's contribution to the design of ordinary cars.
2. The author completely approves of snowmobiles and outboard motors.

## SCANNING FOR NAMES

1. According to the text, who first described the caterpillar track?
2. According to the text, what country has developed two good cold-weather cars?
3. According to the text, where was a caterpillar track wagon in use in Canada in 1903?
4. Who was the developer of the snowmobile?
5. Where was the snowmobile first developed?
6. Who developed the Scoot?
7. Where was the Scoot developed?
8. Who developed the Sanivan?
9. What company did the developer of the Sanivan work for?

## Suggestions for Further Activities

### DISCUSSION TOPICS

1. Discuss the relative merits of dog teams and sleds as opposed to snowmobiles as ways to travel and carry loads in the far north. Be sure to discuss such issues as how the terrain and weather conditions influence the usefulness of each, how each affects the environment, and the costs of fuel, repair and purchase.
2. Discuss the relative merits of elephants and bulldozers for heavy work in jungle environments.
3. Discuss the general topic of what new all-terrain vehicles you would like to see developed (a) on Earth, and (b) in space.

4. Discuss whether or not it is sensible to take equipment like trucks and bulldozers into environments for which they were not really designed.

Example 1: Large amounts of equipment have been abandoned in the Northwest Territories because the muskeg in the summer cannot support the weight of such vehicles.

Example 2: A variety of equipment has been left on the moon in the process of space exploration.

## WRITING CHOICES

1. You own a cottage in the bush near a lake. Write a letter to the editor of the local paper complaining about excessive noise made by snowmobiles, dirt bikes, ATV's (all-terrain vehicles), and motorboats.
2. You own a cottage in the bush near a lake. Write an open letter to the local owners' association executive suggesting ways to cut down or eliminate noise in the area made by snowmobiles, dirt bikes, and motorboats.
3. You work as a member of an advertising team within a snowmobile manufacturing company. Write a short report for this team outlining the pros and cons of advertising snowmobiles (a) as useful tools and (b) as fun recreational vehicles. Be sure to consider the possible reaction of ecologically-minded pressure groups to your advertising.

## DEBATE

Divide into two groups, members of the Wilderness League and members of the Motorized Recreation Association.

Members of the Wilderness League are totally opposed to the use of snowmobiles, dirt bikes, and motorboats as recreational vehicles in the woods and on lakes. They say that these vehicles make noise and wreck the ecological balance of wilderness areas.

Members of the Motorized Recreation Association, on the other hand, say that these machines are both useful and enjoyable. They cannot see any reason why the use of them in wilderness settings should be restricted or stopped.

Each group should first decide the position it will take and the points to be included to support the arguments in the debate. Then each group chooses two representatives to present their point of view, and the debate can begin. At the conclusion of the debate the other members of the class should decide which arguments they found the most convincing.

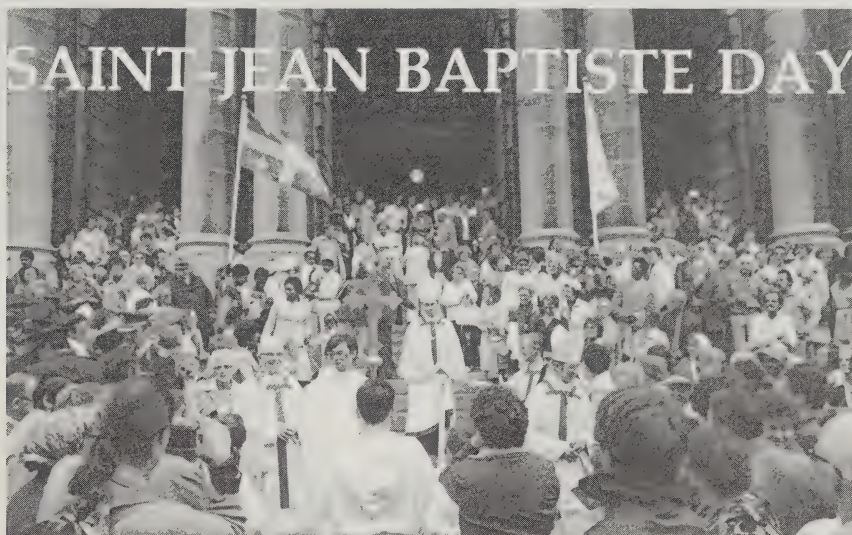
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## UNIT 6: SAINT-JEAN BAPTISTE DAY

### Focus Questions

As you read the passage, think about the changes over time of

1. the reasons for the midsummer holiday in France;
  2. the way this holiday has been celebrated.
- 



The national holiday of Quebec is June 24; it is called Saint-Jean Baptiste Day. Over the years, it has changed from being a 'holy day' sanctioned by the Church to an informal neighbourhood festival. In many ways, changes in the celebration of Saint-Jean Baptiste Day reflect changes in the people, the customs, the religion, and the politics of Quebec.

### Early History

Long ago, before France became Christian, Midsummer was celebrated as a pagan feast day. People lit bonfires, threw 'magic' grasses into the flames, and danced around the fire. The morning after the celebration, they collected the ashes from the bonfire. They scattered these ashes over their fields in order to make certain that the land remained fertile and continued to produce crops. Even after France became Christian in 496 A.D., the Midsummer Day celebrations continued. However, then people claimed that they were celebrating the holy day of St. John the Baptist, not a pagan feast day.

### The Habitants and the Jesuits

When the habitants came to New France in the seventeenth century, they brought their tradition of a festival of Saint-Jean Baptiste with them.

Each year in Quebec City, a huge bonfire was officially lit by the Governor of New France. Jesuit priests sang hymns and said prayers over the fire as people danced around



it. However, after 1650 the priests stopped coming to the bonfire. They claimed the habitants had forgotten that they were celebrating a saint's day and that the festival had lost its religious meaning.

In other towns in New France, people continued to celebrate the saint's day in a more religious manner. In addition to the bonfires they had religious processions. In these



Street parade. Boy dressed as St.-Jean Baptiste. Neighbourhood celebrations.

parades, a boy represented John the Baptist. Like St. John, the boy had dark curly hair; he was dressed in skins, and he led a lamb. In small villages in Beauce County, for example, this custom of having a religious procession on Saint-Jean Baptiste Day continues even today.

## The Rise of Quebec Nationalism

With the rise of the feeling of nationalism in Quebec, the meaning of the figure of St. John began to change for many people. To many urban Quebecois the child and the lamb became symbols not of St. John, but of Quebec itself. The figure seemed to say that the people of Quebec were simple like children and followed their leaders like sheep. Since these urban Quebecois did not like the interpretation of the figure of Saint John, the religious processions disappeared in larger cities. The procession was replaced by parades which reflected the growing feeling of nationalism in Quebec.

## The St-Jean Baptiste Society

In 1842 the Society of St. John the Baptist was founded by and for the people who lived in Quebec and spoke French. The members of the Society designed a flag; it was green and white with pictures of St. John the Baptist and a beaver, the symbol of the fur trade. On the flag were the words, *Nos institutions, notre langue et nos lois* (Our institutions, our language and our laws). The flag began to appear in many parades replacing the child and the lamb.

In 1889, the Canadian government tried to make the Quebecois celebrate Saint-Jean Baptiste Day on July 1 (then called Dominion Day), but the Society of St. John the Baptist refused to change the date. In 1908, with the permission of Pope Pius X, the Catholic Church in Quebec named St. John the Baptist the patron saint of all French Canadians.

## Holy Day Becomes Holiday

Around the turn of the century, Saint-Jean Baptiste Day shifted from being a holy day to a holiday that celebrated the identity of Quebec as distinct from that of English Canada. Whether the child and the sheep, or the flag of the Saint-Jean Baptiste Society appeared



Reading Comprehension

VOCABULARY

Find words or phrases in the text that mean:

- 1. established, socially-accepted practices
- 2. a large fire built in the open air
- 3. capable of producing many young, fruits, or seeds
- 4. plant products such as grain, fruit, or vegetables produced by a farmer
- 5. gathering together in ceremonial order
- 6. Christian holy man or woman regarded as giving special protection to a particular place, activity, or group
- 7. different; separate
- 8. group feeling produced by the surroundings
- 9. musical performances

SCANNING FOR A DATE

- 1. One way to read historical texts is to scan for dates and events. Scan the text of *Saint-Jean Baptiste Day* for the four dates below and on a separate piece of paper list the events that occurred on those dates.  
Note: A.D. – *anno Domini* (in the year of our Lord)  
496 A.D.    1650 A.D.    1842 A.D.    1977 A.D.
- 2. What event occurred in 1867?
- 3. When did Saint-Jean Baptiste become the patron saint of Quebec?

ESTABLISHING CHRONOLOGICAL ORDER WITH A TIMELINE

- 1. A timeline is a graphic way to illustrate chronological order. Examine the historical timeline that follows and on a separate piece of paper mark in as many events as you can from the passage. Try to get everything for which a date is given. Some dates are actually given as numbers, but you will also have to look for English time expressions in written words.
- 2. Check with other students to see if you got the same answers.

DATE	EVENT
B.C.	
	Pagan feast day
A.D.	
496	
1600	
1650	
1842	
1867	
1889	
1900	Turn of the century. Holy day becomes holiday.
1908	
1960's	
1977	

Figure 1: Timeline



ESTABLISHING PHASES IN CHRONOLOGICAL ORDER

History is more than just a chronological listing of dates and events. Historical texts usually try to establish phases or stages of development in history. Historians try to describe trends and draw generalizations and conclusions from specific dates and events.

Examine the following chart of the phases in the development of Saint-Jean Baptiste Day. On a separate piece of paper fill in the phase descriptions and major contributions to the modern festival that are missing from the chart.

Figure 2: Phases

PHASE	NAME OF PHASE	MAJOR CONTRIBUTION TO MODERN FESTIVAL
I	Pagan	
II		a) Saint-Jean Baptiste b)
III		Nationalistic parades
IV	Local festival	

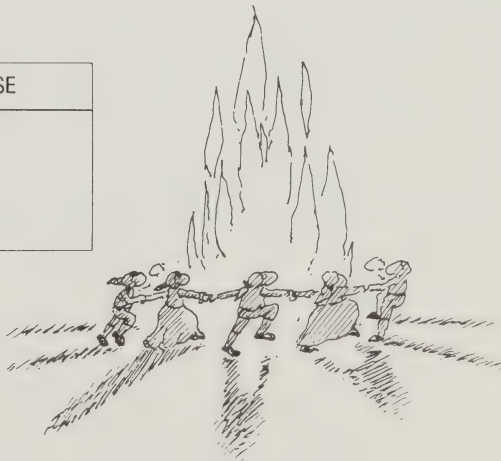
COMPARING DATA (INFORMATION GAPS)

In comparing sets of information or data you need to ask:

- Do the sets of information overlap? Does one set of information cover another set?
  - Is one set of information more detailed or complete than another set?
  - Is any useful information missing?
  - Can information in two sets of data be correlated? Do two sets of data share a close relationship or connection?
1. Compare the data in the completed timeline and phase chart.
  2. What kind of information is missing from the phase chart but is included in the timeline?
  3. Now examine the chart that follows. On a separate piece of paper, fill in approximate dates for the four phases of development of St-Jean Baptiste Day. Then correlate the answers in Fig. 2 and fill in the names of the phases.

Figure 3: Phases and Dates

PHASE	FROM	TO	NAME OF PHASE
I			
II		1900	
III		1977	
IV	1977		



# Suggestions for Further Activities

## DISCUSSION TOPICS

1. What other national holidays can you think of in Canada and elsewhere? Work in pairs and make a list of these holidays and what they celebrate.
2. As a class discuss the general significance of a national holiday to the people of a country. Can you think of any country that does not have any form of national holiday? If not, why not? Discuss the various historical events which national holidays commemorate.
3. Discuss the reasons why you think a nation needs a national holiday.
4. Think of another province-wide holiday in your province and discuss the origin and significance of this holiday.

## WRITING CHOICES

1. Write a description of St-Jean Baptiste Day or another holiday of your choice that is celebrated where you live.
2. Below is a passage about an everyday meal.

“Members of the Nacirema and Naidanac tribes regularly eat a meal early in the day, consisting of strips of flesh from the back of a pig, the half-cooked eggs of a local domestic fowl, and a hot beverage derived from grinding and boiling the dried fruit of a plant containing a natural stimulant drug.”

The above article is written in an extremely objective anthropological style. Work in pairs and try to figure out what common meal this passage is about. Consult the answer key if you need help.

Write a more personal description of the same meal and discuss the differences between the passage above and your own description.

## A DEBATE

Like the bonfire on St-Jean Baptiste Day, parts of many Christian celebrations are originally pagan. The Christmas tree and the lights on it, for example, are of Germanic origin. North American Indians had a harvest festival involving turkey and pumpkins long before the white man had Thanksgiving. In some Mexican churches the bread for communion is made with corn — a grain which was holy to the Aztecs but unknown in Palestine at the time of Christ.

Choose one such pagan custom. Divide the class into two teams, for and against using it in the Christian ritual. You are all priests, nuns or protestant clergy. Each group should take time to prepare its arguments.

Alternately, debate modern changes in church ritual, such as the Catholic church giving up Latin as the language of the mass, or introducing rock music in church services.

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## UNIT 7: IMMIGRATION, Part I

### Focus Questions

Read the text fairly quickly with these questions in mind.

1. What were the major groups of immigrants to Canada up to 1850?
  2. In what order did they arrive?
  3. Why did they come?
- 



*Inuit in the Northwest Territories.*

# CANADA'S FOUNDING PEOPLES



*Assiniboin camp in Alberta.*

### *Native Peoples*

Exactly when the first people, the Indians and the Inuit, came to Canada is not certain. Historians and anthropologists believe that the Native Peoples came to Canada from Asia across the Bering land bridge between Alaska and Siberia about twenty thousand years ago or even earlier.

### *The French*

It was not until the seventeenth century that the next large group of immigrants came. After French explorers founded Port Royal (Nova Scotia) in 1604 and Quebec City in 1608, French settlers began to arrive. Yet the number of people who came to Canada was not large — only about sixty thousand in the period from 1604 to 1756. French immigration to Canada ended when France lost the Seven Years' War (1756-1763) — and their Canadian colony — to the English.



## *The Loyalists*

In the years following the American Revolutionary War (1776-1779), the United Empire Loyalists came to Canada. The Loyalists included colonists who wanted to remain subjects of the English Crown, as well as British soldiers and Mohawk Indians who also had fought against American independence. There were no more than fifty thousand and they settled in the Maritimes, in Quebec's Eastern Townships, in Ontario along the St. Lawrence River and on the Niagara Peninsula, and as far west as Windsor.

## *The Scots and the Irish*

Although there are many reasons why immigrants chose to come to Canada, the most common reason was that economic hardship forced them to leave their homelands. This certainly was the case with the Highland Scots and the Irish who came to Canada in the first half of the nineteenth century. Both Scotland and Ireland had rebelled against English rule in the mid-18th century and had had the rebellions crushed. Both countries also suffered from internal religious and political conflicts and social changes due to the Industrial Revolution. Perhaps the most important factor causing emigration, however, was the change in patterns of agricultural land use.

In Scotland, the Highlanders were forced off their land by landlords who wanted to turn the land into large pastures for sheep. In Ireland, landlords imported the potato from the Americas and forced Ireland's agriculture to become a one-crop economy. The potato became Ireland's single main crop and its main source of food. When a disease ravaged the potato crop, a large number of the Irish were forced to emigrate to avoid starvation. Many of them came to Canada.

For these people, however, the trip to Canada was almost as dangerous as the famine. In 1847, 110,000 penniless passengers sailed from Ireland for Montreal. Tens of thousands died at sea or in quarantine stations in Quebec City and Montreal. Of those who survived, more than ninety percent had to ask for public charity in Montreal.

Another reason why immigrants chose to come to Canada was the expectation of economic improvement. Canada was a British colony; there was a continuous and substantial flow of English immigrants, many of whom were given positions of authority. However, there never were waves of refugees from England as there were from Scotland and Ireland. Nor did Canada receive large shipments of English convicts as did Australia and some of the American colonies.

Even though many people came to Canada in the early nineteenth century, Canada still had difficulty keeping people.

*A memorial erected in Île Grosse, Quebec, in commemoration of the death of Irish immigrants.*



*Immigration hall in Edmonton.*





*United States settlers crossing the western prairies.*

Many people came, looked around, and then left for the more developed United States.

## *The Late Nineteenth Century*

By the end of the nineteenth century, the situation improved. There were many reasons for Canada's increased success in keeping people. One of the reasons was that there was no more land available in the American West. Canada, however, still had plenty of free land.

Another reason was that the Canadian government was building the transcontinental railroad. Canada needed more people to build the railroad, and its completion meant that more land was opened up for settlers. The fact that the price of wheat was high also helped to bring in more settlers who wanted to farm. Finally, the government had also begun to encourage immigrants to come to Canada by advertising for them in other countries.

### **TIMELINE: THE EARLY SETTLEMENT OF CANADA**

DATE	EVENT
About 20,000 B.C.	Ancestors of Indian and Inuit peoples cross the Bering land bridge from Asia
About 2500 B.C.	Inuit settlements in the Eastern Arctic
999 A.D.	Leif Erikson, an Icelandic, visits Labrador
1002	Icelandic colony in Vinland (L'Anse aux Meadows, Newfoundland)
1497	John Cabot reaches 'New Found Land' and claims it for England
1534	Jacques Cartier claims Labrador for France
1604	Champlain establishes Port Royal in Nova Scotia and founds the Acadian community
1608	Champlain establishes Quebec City
1763	End of Seven Years' War
1771	Scots arrive in Prince Edward Island
1779	English and Scots Loyalists and German settlers begin to arrive
1801	Settlement of Mennonites in the area around Berlin, Ontario (now called Kitchener)
1811	Lord Selkirk brings Scottish settlers to the Red River in Manitoba
1846-1847	The Irish arrive as a result of the potato famine

### **Follow-up Questions**

*Answers on page 82*

Try to do the following questions without looking back at the text.

1. List, in order, the major groups of immigrants to Canada up to 1850.
2. Which groups came largely because of problems in their own countries?
3. Why do you think the other groups came?

# Reading Comprehension

## VOCABULARY

Find words or phrases in the text that mean:

1. persons who study or write about events in the past
2. persons who study or write about man and human societies
3. the act of entering a country to make a home there
4. a country or area under the control of a distant country and settled by people from that country
5. people governed by someone else; not independent; the opposite of ruler
6. any force, condition, influence, that acts with others to bring about a result
7. the act of leaving a country
8. the ways in which something happens or develops
9. brought in from outside a country
10. the operation of a country's money supply, industry, and trade
11. illness
12. very serious and widespread lack of food
13. noticeable; important
14. unbroken, continuous movement
15. persons who have left their native countries for political reasons or to escape a war

## SCANNING FOR DATES

Make a chart indicating the dates of the following events. Use a separate piece of paper.

Event	Date
1. Viking discovery of Canada 2. English discovery of Canada 3. French discovery of Canada 4. First French settlers 5. End of the Seven Years' War 6. Arrival of the Loyalists	

## SCANNING FOR DETAIL

1. About when did the ancestors of the Native Peoples come to Canada?
2. Where did the ancestors of the Native Peoples come from?
3. What two groups does the term Native Peoples refer to?
4. Who was the first European to come to Canada?
5. In which century did French settlers first arrive in Canada?
6. Name the first two French settlements in Canada.
7. How many French settlers came to Canada between 1604 and 1756?
8. What group of immigrants came to Canada just after the French settlers?
9. What were the major reasons that the Scots and the Irish came to Canada?
10. What were the two particular circumstances that forced the Scots to come to Canada?
11. What was the particular reason that forced the Irish to come to Canada?



## TRUE/FALSE

On a separate piece of paper, answer true (T), false (F) or not enough information (X) according to the text.

1. The Irish potato famine began in 1821.
2. Quebec City was the first French settlement in Canada.
3. There have been several waves of immigration from England.
4. Many Irish immigrants died en route to Canada.
5. Canada was successful in attracting and keeping immigrants in the early 19th century.
6. Nova Scotia's first settlers were Scots.

## CONSTRUCTING A TABLE

Three early groups of immigrants are mentioned in the text. On a separate piece of paper make a table and fill it in with their numbers, their nationalities and approximate dates of immigration.

## Suggestions for Further Activities

### DISCUSSION TOPICS

1. What does the table tell you about the composition of Canada's population at approximately the time of the building of the railroad?
2. Why might Australia have been a better country to emigrate to in the nineteenth century?

### WRITING CHOICES

1. Imagine that it is 1847, and that you are a Montreal tax-payer. Write a letter to the editor of the local English paper expressing your concern about the recent arrival of Irish immigrants. Remember that Montreal itself has had a difficult time surviving as a city.
2. Imagine that it is 1847, and that you are an Irish immigrant to Montreal. Write a letter home describing your passage by ship and your reception in Montreal.
3. Do further research on a group of immigrants mentioned in the text and write a short history of this group. You will find more information on immigration to Canada in *The Encyclopedia Canadiana* and in two books by Norman MacDonald — *Canada 1763-1841: Immigration and Settlement* and *Canada: Immigration and Colonization, 1841-1903*.

## ROLE-PLAYING

Below you will find four brief biographies of men who grew up together in an English port city. About 1840 they separated and went to different parts of the British Empire. The role-play is a reunion 40 years later in a pub in their home city.

Plan the role-play with your teacher. Some of the things you could do in this role-play are as follows:

- Use groups of eight, a married couple for each prepared role.
- After preparing the roles in class, plan to finish this exercise in a bar, perhaps one that looks like an English pub.



Once the form of the role-play is planned and roles are assigned, each player or couple should read only their own role preparation material. The four roles are:

Bruce (*who went to Australia*)

John (*who went to the Canadian prairies*)

Paul (*who went to a Canadian city*)

George (*who stayed in England*)

### **Bruce's Role**

You did not go to Australia voluntarily. You were unfortunate in being caught for stealing food in order to eat, and the authorities transported you to Australia as a convict. After serving part of your prison term, you were released and went to the Australian outback, set up a sheep station (or ranch), and eventually married. You have three children and, while not rich, you own your own land and are able to live comfortably.

After battling against the hot, dry Australian climate, you are a relatively prosperous sheep rancher and are able to support your wife and children. You are also a leader in your community, which is composed of many ex-convicts like yourself, and you are suspicious of British authority and government because of harsh treatment in prison.

You returned to England because your close friend, George, told you that your mother was dying. You also have a secret. You are not legally entitled to be in England at all. If you are caught, you will be imprisoned again and will have to serve out your term. Under the law, you will also lose your sheep station.

At least one of the other role-players will ask you how you got to Australia. You may have to offer an innocent explanation or even tell the lie that you went to Australia to hunt for gold.

### **John's Role**

You were persuaded to go to Canada and become a farmer, after hearing wonderful stories about the easy opportunities there. You own your own land; you are now moderately successful, married with three children, and a respected leader in your community.

You have had to work harder for your success than you thought you would have to. As a result, you are bitter and resentful toward the government that told such wonderful stories about opportunities in Canada and about how the railroad would encourage trade and bring success to settlers.

However, you feel that you have put down roots in your new land and are loyal to it and to the Empire. You feel that the colonies should have more control of their own affairs instead of being governed from London.

You never have liked Bruce very much, but you now may find that you have more in common with him than you thought possible. Ask Bruce about his life in Australia.

### **Paul's Role**

You were the first of the group to leave England. You went to Toronto expecting to become rich, but after years of hard work, saving, and living a very responsible life, you only barely managed to get by as a storekeeper. You always wanted to get married and have children, but never did because you didn't think you could support a family.

You have rigid, conservative ideas about obeying the law, working hard, and being loyal to King and Country. You feel that people in England often do not recognize the hard work Englishmen in the colonies do for the Empire. This bothers you, and you will at any opportunity remind them of the importance of the colonies.

You have mixed feelings about people who are more successful than you. You greatly admire the ones who succeeded through hard work and thrift but the others, the lazy or dishonest fellows with a bit of luck, you dislike intensely.

As young men you and Bruce were always rivals. You consider him a show-off and troublemaker. You have heard that he went to Australia. You know many convicts were sent there for their crimes and wonder if Bruce was one of them.

### **George's Role**

You stayed in England because you are not adventurous nor particularly ambitious. You chose to stay home in familiar surroundings close to family and friends.

Over the years you have risen as an official in one of the recently built railroads and are now a very secure, well-paid stationmaster. You believe strongly in the benefits of railroads and in the other technological advances of the Industrial Revolution. You feel that England is the most advanced country in the world, and that people like Paul and John are fools because they go off to the colonies looking for an easy way to become rich. There is more comfort and culture at home, and just as much opportunity.

You are married and have two children. You and Bruce are very close friends. It is you who told Bruce that his mother was dying and encouraged him to return to England. You also know that Bruce is an ex-convict and that he risks capture, imprisonment and the loss of his sheep station in Australia if his secret is revealed. If anyone tries to question Bruce closely about his past, you will try first to change the topic and then to defend him for being unjustly imprisoned on a charge of stealing food.

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## UNIT 8: IMMIGRATION, Part II

### Focus Questions

Think about these questions as you read.

1. How has Canadian immigration changed over the years?
  2. What factors control the flow of immigrants into Canada?
- 

# THE NEW CANADIANS

### *Opening the Canadian West*

With the building of the transcontinental railway and the opening of the Canadian West in the late nineteenth century, Canada needed new settlers to farm the land. The Government of Canada therefore initiated advertising and recruitment programs to encourage people to come to Canada. People began to flood into Canada. They settled on free land in the countryside along the railroad. Most of these New Canadians came from central, eastern and northern Europe, and the northern United States.

### *Peasants in Sheepskin Coats*

However, there were objections from various groups of both founding peoples. Some English Canadians disapproved of the arrival of Europeans who did not speak English and who had different cultures; others realized the potential of these hard-working immigrants. For example, Clifford Sifton, the founder of the *Winnipeg Free Press* and former premier of Manitoba, who, as Minister of the Interior in charge of the advertising campaign, defended these immigrants and stated: "What I consider to be quality immigration is a sturdy peasant in a sheepskin coat with a big wife and four or five children."

Some French Canadians too objected to the coming of these immigrants. They complained that the government didn't advertise enough in France and that Sifton's policy was, in fact, part of a plan to keep the French out of the Canadian West. Quebec Premier Henri Bourassa said, "It is more expensive for an inhabitant of Rivière du Loup to go to Alberta than for a Jew from Galicia or a peasant from the Danube."



*Building the Transcontinental railway.*

*Eastern European immigrants.*





## *Immigration Policy in the Twentieth Century*

Immigration to Canada was open until 1910. This meant that many who wanted to come and live in Canada could do so. But in 1910 the government passed the first laws to restrict entry. From then on, Canada has controlled the number and type of people who are allowed to come.

On the whole, government policy in the twentieth century has been determined by the economic situation at the time. If times are good and the economy is expanding, then entry regulations are looser. When times are bad, and unemployment is high, however, the regulations are tighter.

### *Before the Great War*

The years between 1910 and 1914 were a period of rapid economic growth in Canada. That is why 1913 was the year of record immigration to Canada. In that year alone, the number of people who came to Canada was 400,870. By 1914 more New Canadians were coming from central, eastern and southern Europe than from France, the United Kingdom or northern Europe.

The beginning of World War I (otherwise known as the Great War) in 1914 stopped large-scale immigration. After the war ended in 1918, immigration started up again, but at a lower rate than before the war. This lower rate of immigration continued until 1945 for the following reasons: 1) government regulations severely restricting Oriental immigration; 2) the Russian Revolution and the fear of communism; 3) the Great Depression, known in Canada as the Dirty Thirties or the Hungry Thirties; and 4) the Second World War.

### *Refugees*

The end of World War II in 1945 saw the entry of a new kind of immigrant to Canada, the refugee. Hundreds of thousands of displaced and homeless people came to Canada. At first many immigrants came from war-torn northern and central Europe. Once these countries began to recover, immigration from there slowed to a trickle.

Since 1945, Canada has provided a new home for political refugees from many places such as Hungary, Czechoslovakia, East Africa, the United States, Chile, and Indochina. However, not all post-World War II New Canadians were refugees.

### *Recent Immigrants*

In the last twenty years immigrants have come in large numbers from southern Europe (Italy, Greece, and Portugal) and from



*Japanese immigrants on their vegetable farm in Manitoba.*

*Ethnic origins (1981).*

	British & French	Native	Other
Nfld.	97.67	0.79	2.52
P.E.I.	96.19	0.52	5.95
N.S.	88.94	0.93	14.87
N.B.	95.58	0.80	5.95
Que.	89.64	0.82	10.40
Ont.	68.31	1.29	36.22
Man.	51.70	6.54	48.27
Sask.	51.31	6.19	49.84
Alta.	58.48	3.25	46.83
B.C.	63.93	3.05	41.20
Y.T.	60.75	17.53	32.77
N.W.T.	32.34	58.04	15.21
<b>CANADA</b>	<b>73.43</b>	<b>2.04</b>	<b>29.38</b>

Note: Totals exceed 100% because of persons declaring multiple origins.

*Advertising for immigrants to Canada.*



Hong Kong, the Caribbean, India, and Latin America. However, during this period Great Britain and the United States have consistently been the source of the largest number of immigrants.

Today immigration is still an important issue. Canada is a nation of immigrants. Who should come and how many can come continues to be a subject of much debate.

### **TIMELINE: MAJOR GROUPS OF IMMIGRANTS TO CANADA**

DATE	EVENT
1830-1850 A.D.	Germans come to Ontario
1850-1860	Blacks escaping slavery and the American Civil War come to Ontario via the Underground Railroad
1858	First Chinese come from the States to pan for gold in the Fraser Valley, British Columbia
1865	Poles settle at Wilno, Ontario
1872	Danes settle at New Denmark, New Brunswick
1875	Icelanders settle at Gimli, Manitoba
1881-1884	15,700 Chinese come to Canada to help build the Canadian Pacific Railroad
1885	The CPR is completed and large scale settlement of the Canadian West begins
1886-1888	Hungarians settle at Esterhazy, Saskatchewan
1890-1900	300,000 Americans, mostly Scandinavians and Germans, move to the Canadian West
1891-1911	75,000 Ukrainians settle in the West
1899	Doukhobors settle in the West, many in the Kootenay region of British Columbia
1913-1914	Over 400,000 immigrants including Jews, Russians, Ukrainians, Scandinavians, Mennonites and some British settle in the West
1945	Immigration to cities – Italians, Greeks, Portuguese, Lebanese, Chinese, Caribbeans, East Indians, Britons and Americans enter Canada
1945-1955	Jewish, Polish, Czech, Slovak, Lithuanian, Latvian, Estonian and Ukrainian refugees come to Canada
1956	37,000 Hungarians come to Canada after the Russian invasion of Hungary
1960-1970	50,000 - 75,000 American war resisters come to Canada
1968-1969	Russia invades Czechoslovakia and 12,000 Czechoslovakians come to Canada
1978	More than 70,000 South East Asians arrive

### **Follow-up Questions**

*Answers on page 82*

1. What determines Canadian immigration policies?
2. How are present patterns of immigration different from those of 100 years ago? 50 years ago? 20 years ago?

# Reading Comprehension

## VOCABULARY

Find words or phrases in the text that mean:

- |  |                          |
|--|--------------------------|
| 1. first to establish                      | 6. growing               |
| 2. started                                 | 7. fast                  |
| 3. something that can develop; possibility | 8. small quantity        |
| 4. stout and strong                        | 9. constantly; regularly |
| 5. control                                 | 10. matter of debate     |



## SKIMMING FOR INFORMATION

1. Why did the government advertise for immigrants?
2. Where did most of these immigrants settle?
3. Why did some English Canadians disapprove of the new settlers?
4. Why did some French Canadians oppose federal immigration policies?
5. Who was Clifford Sifton?
6. Why did he defend the 'men in sheepskin coats' and their families?
7. When did the Canadian government start to restrict immigration?
8. What was the year of heaviest immigration to Canada?
9. How many immigrants arrived that year?
10. Give several reasons why immigration dropped off between the two world wars.
11. What new type of immigrant began to arrive after 1945?
12. Name several countries and regions from which such immigrants have come.
13. What other countries have immigrants come from recently?

## TABLE-READING

1. What type of information does the table contain?
2. How up-to-date is the information?
3. Which part of Canada has (a) the largest percentage, and (b) the smallest percentage of people of native origin?
4. What part of Canada has the largest mix of ethnic groups? How do you know?
5. Can this table tell you which part of Canada has the second largest percentage of people of French origin? Discuss.

## Suggestions for Further Activities

### DISCUSSION TOPICS

1. If a couple apply to immigrate, should immigration authorities
  - a. treat them as two separate applications?
  - b. let them in only if the husband qualifies?
  - c. let them in only if the wife qualifies?
  - d. let them in only if both people qualify?
  - e. let them in if either person qualifies?
  - f. look at both persons' qualifications, then use a total score to decide for the couple?
2. Which countries have a culture most similar to Canada's? Should people from these countries be admitted more easily because they can adapt better?
3. Which countries have cultures most different from Canada's? Should people from these countries be admitted because they contribute more new ideas?



4. Should we admit an immigrant with little education, no job offer, no English and no French but enough money to start a business? How much is enough?
5. Some nations are worried about the brain drain. Well-educated professionals leave their homelands for countries where they can expect a higher standard of living or more up-to-date equipment for their work. Medical doctors, nurses and technicians are one major group involved; research scientists and computer people are others. They need advanced equipment and a community of colleagues to do their best work.
  - a. What are the effects of this brain drain? Discuss ways to control it or lessen the effects.
  - b. Is there a brain drain from Canada? What professions are involved? Should the government do something about this? What?
6. Sometimes research projects are exported. The Indian government and a major French company, for example, both have advanced computer research centres in the U.S. What are the advantages of this? Would it be a good idea for a Canadian company or government department to export some research to the U.S.? Elsewhere?

### WRITING CHOICES

1. Write a letter to a potential immigrant telling him or her what to expect in Canada.
2. Write a letter to the High Commission of a Commonwealth country or the Embassy of another country asking for information on emigrating there.
3. Choose an area of the world where there is war or other serious trouble. Write a letter to the Minister of Immigration to find out whether people from that area are being admitted for humanitarian reasons as refugees. Make your own views on the matter clear.
4. Write (in simple English) an introduction to your city for new immigrants.
5. You are an official in the Immigration Department. The Minister wants a report showing whether there is a brain drain from Canada. Write a memo to Statistics Canada requesting the information you will need to prepare this report. Be specific about what kinds of information you want.

### INTERACTIVE ACTIVITIES

1. In small groups, make up (a) a list of questions an immigration officer should ask, and (b) a biography of a potential immigrant.  
Then form pairs with people from other groups and conduct immigration interviews.
2. Form pairs. One person plays the role of a refugee who has arrived in Canada knowing nothing about the country. Their airplane tickets will take them to any major city and they are willing to work at anything that pays enough to live on. The other person, an immigration counselor, explains the geography, employment opportunities etc.

### ROLE-PLAYING

Think about advanced technology and the problem in which 'the rich get richer and the poor get poorer'. Discuss.

Then assign roles. Each student will represent a country. Try to choose countries that have different viewpoints. Roleplay (a) an international discussion on policies which affect the brain drain, and (b) an international discussion on the concept of transfer of technology between countries.

# UNIT 9: THE NATIONAL CAPITAL REGION, Part I

## Focus Questions

1. Why did Ottawa become the capital?
2. What is the National Capital Region?



Several nations around the world possess national capital regions — areas of land set aside for the purpose of containing the seats of national government. Washington, D.C. in the States, Mexico City in Mexico, Canberra and the surrounding area in Australia and Brasilia in Brazil are perhaps the best known examples of national capital regions.

Canada can boast of having an officially designated National Capital Region (NCR) as well. Canada's National Capital Region extends for many kilometres to the north, south, east and west of Ottawa proper. In all, Canada's National Capital Region encompasses 4,662 square kilometres of land and is almost 28 times as large as Washington, D.C.

While the legal status of the NCR is somewhat vague — since it is not a totally separate entity and includes parts of both Ontario and Quebec — it is administered by one of Canada's oldest Crown Corporations, the National Capital Commission. To quote the National Capital Commission's description of its role and what it administers:

The National Capital Commission...is one of Canada's oldest Crown Corporations.... It was established under the National Capital Act of 1958 with a mandate to prepare plans for and assist in the development, conservation and improvement of the National Capital Region in order that the nature and character of the seat of the Government of Canada may be in accordance with its national significance.

To do this, the Act states that the Commission may acquire property, construct and maintain parks, parkways, bridges and other structures; maintain and improve property owned by the Federal Government; co-operate with local municipalities and others in joint projects; administer, preserve and maintain historic places; and carry out planning related to the proper development of the National Capital Region.

The Commission operates within the 4,662 square kilometres of the National Capital Region. With the cities of Ottawa and Hull at its core, the Region includes all or part of 27 municipal jurisdictions in eastern Ontario and western Quebec. The population of some 735,850 people consists of a variety of ethnic groups. English-speakers account for about 56 percent, French-speakers about 35 percent, and others for about 8 percent.

Although the lumber business and military strategy were what initially made the area economically viable, the arrival and gradual growth of the Federal Government has shaped its subsequent economic development. Today, some 105,652 people (1981) are employed directly by the Federal Government. This is about one-third of the labour force in the Region.



Originally, Ottawa (then known as Bytown) was a garrison of soldiers at the northern end of the Rideau Canal. The canal extended to Kingston, Canada's capital until 1858. The canal itself was built between 1820 and 1830

◀ Locks at the entrance of the Rideau Canal.

Ottawa in 1857.



Mill and tavern of Philemon Wright at the Chaudière Falls on the Ottawa River, 1823.

Lower Bytown, now Ottawa, 1841.



in order to have a protected waterway along the St. Lawrence to Montreal, up the Ottawa River to Bytown, and then south to the Great Lakes, in the event of war with the United States.

Official histories relate that Ottawa became Canada's national capital as the result of a typically Canadian exercise in the politics of compromise.



Throughout the 1840's and '50's, debate raged over the choice of location for a capital city for the Province of Canada. The



choice between Toronto, Kingston, Ottawa, Montreal and Quebec City was debated back and forth amidst great controversy. When all else had failed, the Governor General, Sir Edmund Head, suggested in 1857 that Queen Victoria be petitioned to settle the question.

Sir Edmund suggested Ottawa as the only location acceptable to the majority of Upper and Lower Canada for a variety of reasons; these included its location on the border of the two provinces, the mixed population of English, French and Irish, its protected location from a military point of view, easy access by water and rail, and the presence of a growing population. In mid-January of 1858, Ottawa officially became the capital.



It was from Major's Hill in 1856 that Lady Head, wife of then Governor General Sir Edmund Head, sketched the magnificent view of the Ottawa River and the high headlands of Barracks Hill. These sketches were sent to Queen Victoria and may have helped to persuade her to choose Ottawa as the Capital.

There is, however, a widely known dubious story that the Queen actually threw a dart at a map of Canada to make the decision.

What is now known as the National Capital Region was in large part the brainchild of French architect and town planner Jacques Gréber. Prime Minister William Lyon Mackenzie King met Gréber in Paris and invited him to visit Ottawa. Gréber was impressed with Ottawa's beauty and talked at length with the Prime Minister and officers of the Federal District Commission. But World War II broke out and it was not until 1946 that Gréber returned to draw up a master plan for the National Capital with Canadians John M. Kitchen and Édouard Fiset. The plan was finished in 1949 and has served as the basis for the development of the NCR ever since.



## Follow-up Questions

*Answers on page 83*

Try these questions without looking at the text again.

1. What were the main reasons for making Ottawa the capital?
2. Who made the decision? On whose advice?
3. Apart from Ottawa itself, what areas are part of the NCR?

# Reading Comprehension

## VOCABULARY

Find words or phrases in the text that mean:

- |                         |                    |                               |
|-------------------------|--------------------|-------------------------------|
| 1. capital city         | 5. workable        | 8. invention                  |
| 2. itself               | 6. employed people | 9. filled with admiration for |
| 3. unclear              | 7. questionable    | 10. an overall guide          |
| 4. racial or linguistic |                    |                               |

## SCANNING FOR DETAIL

1. When was the Rideau Canal built?
2. How large is the NCR?
3. What act created the NCR?
4. What city was Canada's capital in 1850?
5. What Governor General is mentioned in the text?
6. Is the NCC a government department?
7. Which country has a larger capital region, the U.S. or Canada?
8. Who was the main planner for the NCR?
9. What proportion of employees in the capital region work for the federal government?
10. What was the first major industry around Bytown?
11. What is the capital of Australia?

## Suggestions for Further Activities

### DISCUSSION TOPICS

1. Some capitals, such as Toronto and Winnipeg, are also the largest and most commercially important cities of their regions. Others, such as Ottawa, Victoria and Quebec City, are not. Discuss the advantages and disadvantages of each arrangement.
2. One reason for choosing Ottawa as the capital was its location at a safe distance from the U.S. border. If Quebec separated from the rest of Canada, could Ottawa remain the capital? If not, where should the new capital be?
3. There are many cities where one employer or industry is very important. Canadian examples include Powell River, B.C. (pulp and paper), Oshawa, Ont. (auto assembly), Jonquière, Qué. (aluminum smelting) and Glace Bay, N.S. (coal). Discuss the similarities and differences between these company towns and a government town such as Ottawa.

### WRITING CHOICES

1. Write these letters from Sir Edmund Head to the Queen:
  - a. an official request that she choose the capital;
  - b. a private note advising her to choose Ottawa.
2. Write a short history of any city around the world.
3. You are a businessman in Kingston, the capital of Canada. It is 1857 and it has just been announced that Ottawa is to be the new capital. Write an angry letter to the editor of the *The Kingston Whig Standard* (Canada's oldest continuously published newspaper). Remember that you should not insult the Queen but that you can say almost anything about her advisors.

# UNIT 10: THE NATIONAL CAPITAL REGION, PART II

## Focus Questions

Read the text quickly with these questions in mind.

1. Does the author like Ottawa or not?
2. How is Ottawa different from other cities?



### General Characteristics

Located on the Ottawa River (which is as long as the Rhine) at the junction of the Rideau and Gatineau Rivers, Ottawa and the National Capital Region are known for their rich offering of recreational areas, parks, footpaths and bicycle trails. Gatineau Park alone is 30 miles long and is criss-crossed by skiing and hiking trails. All in all the National Capital Region is about 80 km in diameter. In winter Ottawa becomes the coldest national capital in the world while in summer it becomes almost tropically hot and humid. It is said, and often impolitely, that government is Ottawa's only real industry. Because it is the seat of government and possesses no heavy industry, the city boasts a number of impressive government buildings and only little industrial pollution.

### Urban Parks

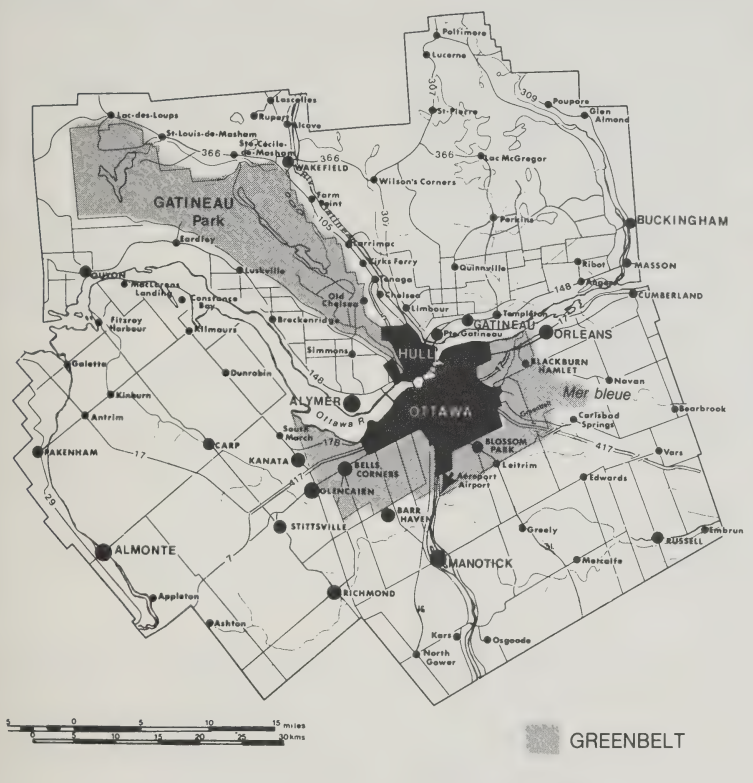
The National Capital Commission owns and maintains several urban parks and is responsible for the care of several parks owned by municipalities. In addition, the Commission maintains the large tracts of land around Federal Govern-

ment buildings as well as Federal lands along the Rideau Canal and the Ottawa and Rideau Rivers. The Commission also maintains the flower beds in most of the parks and along the driveways throughout the Capital.





## THE NATIONAL CAPITAL REGION



### The Greenbelt

The Greenbelt is a 20,350 hectare band of open lands and forests surrounding the nation's capital on the Ontario side of the Ottawa River. The Greenbelt's primary role is considered to be the conservation of its natural environment and the preservation and maintenance of its open, essentially rural character. Agriculture is one of the largest uses of the Greenbelt. The Greenbelt also contains conservation areas and forest reserves which shelter a wide variety of plant and animal life. Skiers, hikers, nature lovers, and joggers enjoy many of the Greenbelt's recreational opportunities. Included in the Greenbelt just southeast is the Mer Bleue Conservation Area with its Nature Interpretation Centre. There are other hiking and nature preservation areas in the Greenbelt.

### Gatineau Park

Gatineau Park is situated on the Quebec side of the Ottawa River, between the Ottawa and Gatineau Rivers. It consists of 35,600 hectares of green space, lakes and forests, and contains four major lakes and 49 smaller ones. Gatineau Park is rich in plant and animal life and is home to white-tailed deer, porcupines, foxes, bears, and beavers. Considered to



be the region's most important outdoor recreational area, the park has several beaches, camping and picnic sites, bike paths, cross-country ski trails, and downhill ski resorts.



### Bicycle Paths

One distinctive aspect of the parks and open spaces of Ottawa and the National Capital Region is the extent of bicycle paths. Over 100 kilometres of wide, winding, well-maintained bike paths extend throughout the Ottawa area (along the Rideau Canal, the Rideau and Ottawa Rivers), and Gatineau Park. Every year Ottawa hosts a number of cycling events, the most popular being the Rideau Lakes Cycle Tour, which is held during the Victoria Day weekend in May. Travelling at their own speed along miles of paved back roads from Ottawa to Kingston, hundreds of participants annually complete the 330 kilometre, two-day event.

### The Experimental Farm

An extensive agricultural research facility known as the Experimental Farm is also located in Ottawa. The Farm has been responsible for creating hardy northern corn, wheat, and soy beans. The creation of these hardy strains is steadily pushing Canada's arable land further north over Canada's 4,000-mile expanse coast to coast. The Farm also boasts an extensive flower garden and an Arboretum which holds an example of most varieties of trees which grow in Canada.



#### Did you know ...

The annual gift of tulips given by the Dutch government to the city of Ottawa is in recognition of the shelter given the Dutch Royal Family during World War II. During this period, in order to ensure that one of the successors to the Dutch throne (Princess Margriet) would not be born on foreign soil, the Civic Hospital was temporarily designated extra-territorial land outside the jurisdiction of Canada. To this day, some people mistakenly believe that a small part of Ottawa is still officially part of the Netherlands.

## Festivals

Ottawa hosts a number of festivals throughout the year, including the Franco-Ontarian Festival, the Jazz Festival, the Canoe Festival, Homelands, and the NAC's Summer Festival of the Arts, to name a few. The most popular festivals are Winterlude, the Festival of Spring and the Central Canadian Exhibition.

Winterlude lasts about ten days and includes a wide variety of outdoor activities which take place on and around the Rideau Canal. That portion of the canal which is flooded and used as a skating rink in winter extends from the National Arts Centre to Dow's Lake,

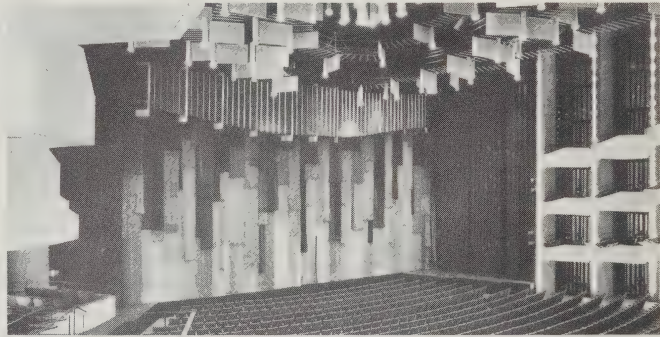
a distance of 7.8 kilometres (5 miles). It is considered to be the world's longest and largest ice-skating rink.

Ice-sculpture contests (resulting annually in the creation of over 100 ice sculptures), figure-skating exhibitions, and helicopter rides have become regular features of Winterlude and attract up to 500,000 participants and observers annually. Harness-racing and speedskating races, and barrel-jumping on skates on the Canal have become national and international events, drawing contestants from across the continent, as well as from Italy, Holland and Norway.

At the end of winter the Festival of Spring takes place: nine days of spring activities which happen concurrently with the blooming of millions of flowers. Ottawa is called the tulip capital of North America.

On the first Sunday morning of the Festival of Spring, thousands of North Americans officially open the celebration by running the 42-kilometre National Capital Marathon, one of the world's largest and best marathon races.

Many activities and events follow, including free live concerts, sporting events, and craft displays at Canada's largest outdoor craft market.



## Cultural Life

In addition to its impressive array of parklands and outdoor festivities, Ottawa supports a rich and varied cultural life in accordance with its significance as the National Capital. The NCR has four universities, three community colleges, many embassies, the National Library and Archives, the National Arts Centre, and more museums than an average city of its size.

### The NAC

The National Arts Centre (NAC) is at the core of the cultural life of the National Capital Region. Bounded by Confederation Square, Confederation Park and the Rideau Canal, it was designed to take advantage of a sloping terrain. It is largely underground, with its series of hexagonal components rising through

multi-level terraces and promenades. The NAC houses a 2,300-seat Opera, a 950-seat Theatre, an open-concept Studio with a capacity of 350, and a Salon for receptions and informal performances. The centre also has two restaurants, one for gourmet dining and the other with lighter fare.

#### Did you know ...

Each year at the NAC some 245 attractions, covering all disciplines of the performing arts, are offered in over 855 performances in both English and French to an annual audience exceeding 700,000.

The NAC is the home of the NAC Orchestra and the Ottawa Symphony Orchestra. Besides presenting high-quality classical music concerts of its own, the NAC brings in major artists, touring orchestras, and theatre and dance companies from across Canada and around the world.

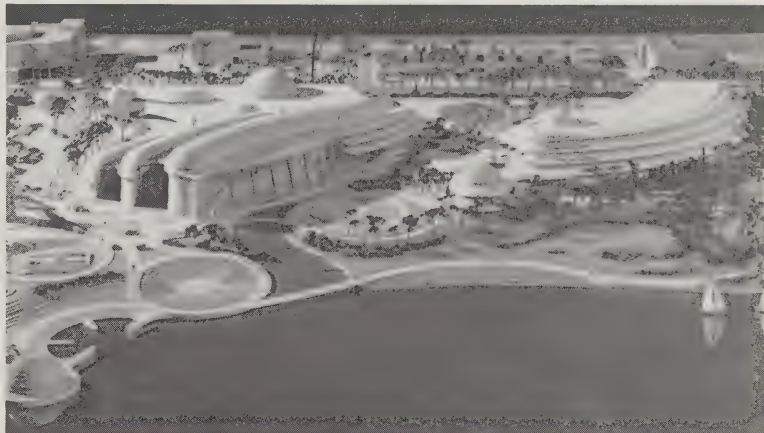


## Museums

Ottawa has a total of seven public museums, some of which are more widely-known than others. There are four major, well-known museums: The National Gallery, The National Museum of Man, The National Museum of Natural Sciences and The National Museum of Science and Technology.

The National Gallery contains a permanent collection of over 40,000 works of art, including paintings, prints, photographs and drawings, as well as a collection of old silver religious artifacts. Paintings by the 'Group of Seven', Emily Carr, Michael Snow, and Jean-Paul Lemieux form an important part of the Canadian collection, while works by Rembrandt, Bernini and the Italian Renaissance painters are included in the European collection. The National Gallery also houses a photographic collection representative of the best works of the past century from around the world, and is the only art institution of its calibre to include such works as part of a national collection.

The Gallery's special exhibits bring international art to Canada, while its own works are sent on exhibit throughout the country and abroad. The national collection is scheduled to move to new surroundings in 1987 with the completion of the new National Gallery, at which time many works which have been in storage because of lack of exhibition space will be seen by the public for the first time.



The National Museum of Man, which through its superb collection of artifacts traces the Canadian legacy from prehistoric times to the modern era, has received a considerable amount of international acclaim.

At the National Museum of Man you can see a re-creation of a West Coast archaeological site, look inside a Plains Indians' tepee, join nineteenth-century immigrants on board a ship to Canada, and explore a treasure-filled attic.

The equally acclaimed National Museum of Natural Sciences brings Canada's natural history alive through its audio-visual presentations, drawings, models and specimens of plant and animal life, precious gems, minerals and rocks.



The National Museum of Science and Technology houses Canada's largest refracting telescope. It also has a large variety of 'hands-on' exhibits which demonstrate various natural and physical laws. It is extremely popular with children, so popular, in fact, that it is often difficult to get them to leave the museum.

Ottawa's smaller museums, though less-known, nevertheless show some significant aspects of our Canadian heritage. The National Currency Museum has the most complete collection of Canadian notes and coins; the Canadian War Museum exhibits an extensive collection of military memorabilia and equipment and will soon have an entire section

depicting Canadian women at war. The National Aviation Museum displays a replica of the Silver Dart, the plane flown by J. McCurdy over 60 years ago, which marked the first powered flight in Canada.



---

## Follow-up Questions

*Answers on page 83*

1. Could the same author have said: "The best thing about Ottawa is the train to Montreal"?
  2. List the major ways in which Ottawa and the National Capital Region differ from other cities.
- 

## Reading Comprehension

### VOCABULARY

Find words or phrases in the text that mean:

1. damp
2. of a town or city
3. strong; able to bear cold
4. breed or type of plant
5. suitable or used for growing crops
6. specially prepared surface of ice for skating
7. going up or down at an angle
8. quality or ability
9. strong expression of approval or praise

## SCANNING FOR DETAIL

1. Name two areas where there are hiking trails in the capital region.
2. What river in the National Capital Region does not have bicycle paths along it, according to the text?
3. Is the Civic Hospital officially part of Holland? Why or why not?
4. Name Ottawa's seven museums.
5. How many theatres are there in the NAC?
6. Which museum has a telescope? What kind of telescope is it?
7. Which festival opens with a footrace?
8. In what area of Ottawa is agricultural research done?
9. How many lakes are there in the Gatineau Park?
10. What park is next to the NAC?
11. Which festival has a large outdoor sale of handmade items?
12. Which museum has various kinds of money?

## Suggestions for Further Activities

### DISCUSSION TOPICS

1. Discuss the remark "The best thing about Ottawa is the train to Montreal."
2. Why is it advantageous for a company to put its head office or factory in the capital?
3. For a foreign diplomat, is Ottawa a good place to be sent? How would it compare with capitals of other countries?

### WRITING CHOICES

1. Write a newspaper article, for a travel column, either about one of Ottawa's festivals or about one in your own area.
2. You are a civil servant from another country. Write an introduction to Ottawa for your country's diplomats.
3. Write a letter to the editor of the Ottawa *Citizen* recommending abolition of the National Capital Commission (NCC). Instead of giving money to the NCC, the federal government should just pay taxes on its buildings (they are now exempt from municipal tax) and let the city governments operate without interference.
4. Write a letter to the chairperson of the NCC suggesting that Ottawa-Hull be made a separate federal district outside of any province, run by the NCC. (At present, to build a bridge between Ottawa and Hull requires that seven government bodies — two cities, two metropolitan regional governments, two provinces and the NCC — agree on a plan and cost sharing).

### DEBATE

Form teams to argue for and against positions from the Writing Choices numbers 3 and 4. Form additional teams for other positions you might have.

---

# UNIT 11: AN ARM IN SPACE

## Focus Questions

Keep these questions in mind as you quickly read the text and look at the tables and diagrams.

1. What is the Canadarm used for?
  2. How does it work?
  3. Who paid for it?
- 

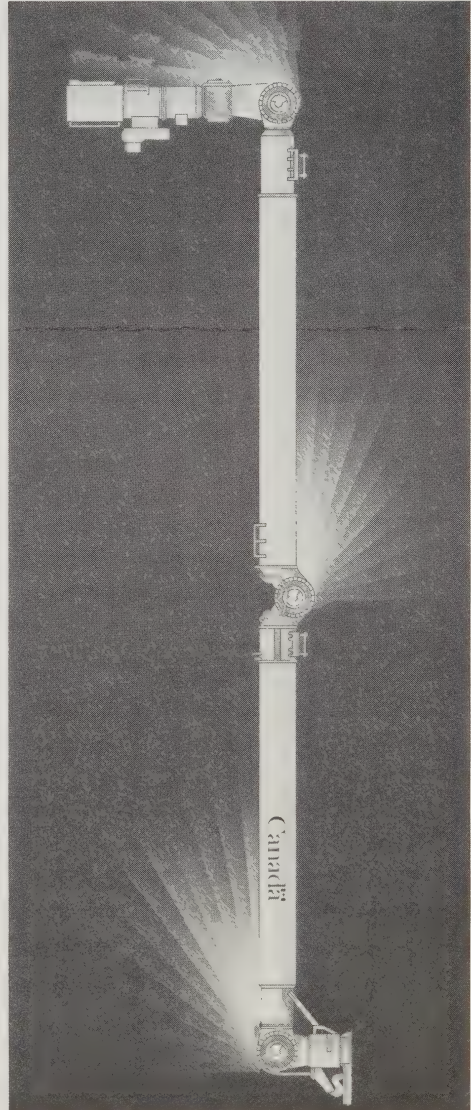
# CANADARM

Canadarm is the remote manipulator system designed and made in Canada for the U.S. Space Shuttle. About 50 ft. (15 m) long by 15 inches (0.4 m) in diameter, Canadarm enables NASA astronauts to take satellites from their orbiter's cargo bay and position them accurately in space. Canadarm is also designed to grapple satellites already in orbit and place them in the cargo bay for return to Earth. It is one of the most advanced robots in existence.

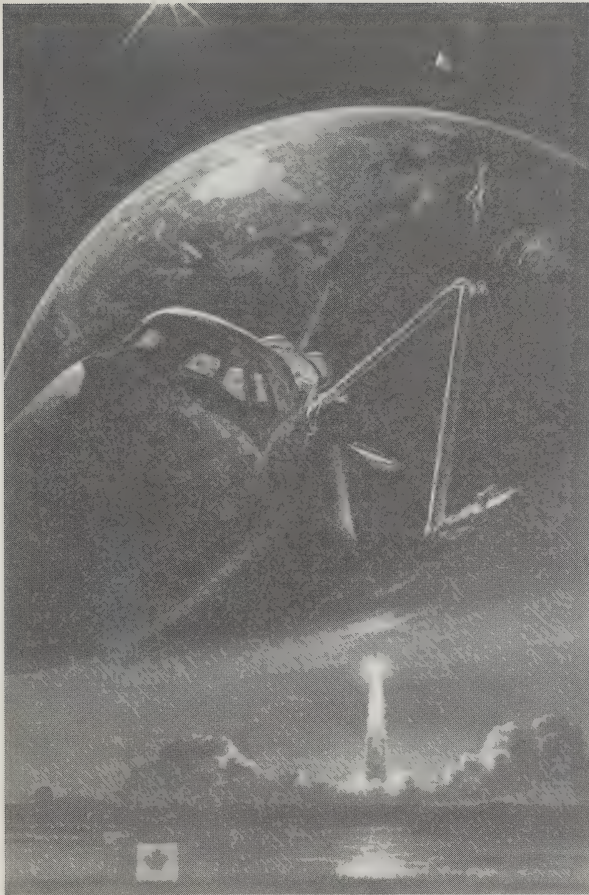
With Canadarm, astronauts will not have to leave the orbiter crew compartment to work in the cargo bay. Instead, they can load and unload cargo from the shirtsleeve environment of their cabin. Two hand controls operate the manipulator arm, enabling a NASA mission specialist to 'fly' Canadarm's tip to precisely where it is needed to grip satellites.

The first Canadarm made its debut in space (November, 1981) on the second flight of the orbiter *Columbia*. During *Columbia*'s third mission (March, 1982), the arm showed its ability to pick up, maneuver and re-position delicate cargo with ease. After final proving trials on the fourth test mission (June, 1982) both Canadarm and the Space Shuttle became ready for regular work in space. Eventually, the entire Shuttle fleet will be outfitted with Canadarm manipulators. In tasks as varied as launching the Space Telescope or building huge solar power structures in orbit, Canadarm will function as the Space Shuttle's hands.

Canadarm was developed by the National Research Council of Canada. Prime contractor was Spar Aerospace Limited, of Toronto. The \$100 million Canadarm hardware now going into space was donated by Canada to the U.S. space program; subsequent Canadarms are being sold to NASA for about \$25 million each.







*Canadarm being used in space.  
(An artist's impression)*

## Canadarm Facts

<b>Length:</b>	50 ft. (15.2 m)
<b>Diameter:</b>	15 in. (38 cm)
<b>Weight on Earth:</b>	905 lb. (410 kg)
<b>Maximum Payload:</b>	About the size and weight of a loaded railway boxcar
Length:	60 ft. (18.3 m)
Diameter:	15 ft. (4.6 m)
Weight (on Earth):	65,000 lb. (29,500 kg)
<b>Speed of Movement:</b>	
Unloaded:	2 ft./sec (60 cm/sec)
Carrying maximum payload:	2.4 in./sec (6 cm/sec)
<b>Lifetime:</b>	100 missions, 10 years

## The Arm

Here is the arm. It is about as long as two telephone poles laid end to end. In space it can maneuver a load as big and massive as a bus. Since its function is to manipulate like an amplified human arm, it is not surprising that it resembles the human arm in form.

It is attached to the spacecraft at a shoulder, hinged at its mid-point by an elbow, and ends with a hand moving in a wrist joint.



© NRC

*The official mark of the Canadian Astronaut Program, a program administered by NRC's National Aeronautical Establishment.*

## Follow-up Questions

*Answers on page 83*

You should be able to do these questions without looking back at the text.

1. What sorts of things does the arm manipulate?
2. What is the environment of (a) the arm, and (b) the astronaut controlling it?
3. Which government paid for (a) the first arm, and (b) later arms?

# Reading Comprehension

## VOCABULARY

Find words or phrases in the text that mean:

- |                    |              |
|--------------------|--------------|
| 1. from a distance | 6. tests     |
| 2. take hold of    | 7. jobs      |
| 3. storage place   | 8. equipment |
| 4. make possible   | 9. upcoming  |
| 5. exactly         |              |



© NRC

## SCANNING FOR DETAIL

Find the answers to these questions as quickly as you can.

1. How much weight can Canadaarm carry?
2. Who developed the arm?
3. How much does one arm cost to buy?
4. Who builds the arm?
5. When was it first used in space?
6. The writer compares the maximum payload of Canadaarm to two familiar things. What are they?
7. What does the writer compare the length of Canadaarm with?
8. How much did the U.S. pay for its first Canadaarm system?
9. The writer mentions four possible uses of the arm. What are they?

## TRUE/FALSE

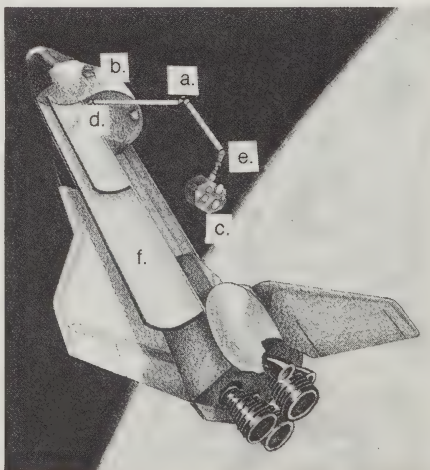
On a separate piece of paper, answer true (T), false (F) or not enough information (X).

1. Canadaarm is a robot.
2. Canadaarm is similar in form to a human arm.
3. The crew wear protective clothing in the cabin.
4. Canadaarm has not yet been tested in space.
5. The arm can manipulate ten times its own weight.

## LABELLING

Identify the following items in the picture:

- a satellite
- the shoulder of the arm
- the wrist of the arm
- the elbow of the arm
- the cargo bay
- the cabin



# Suggestions for Further Activities

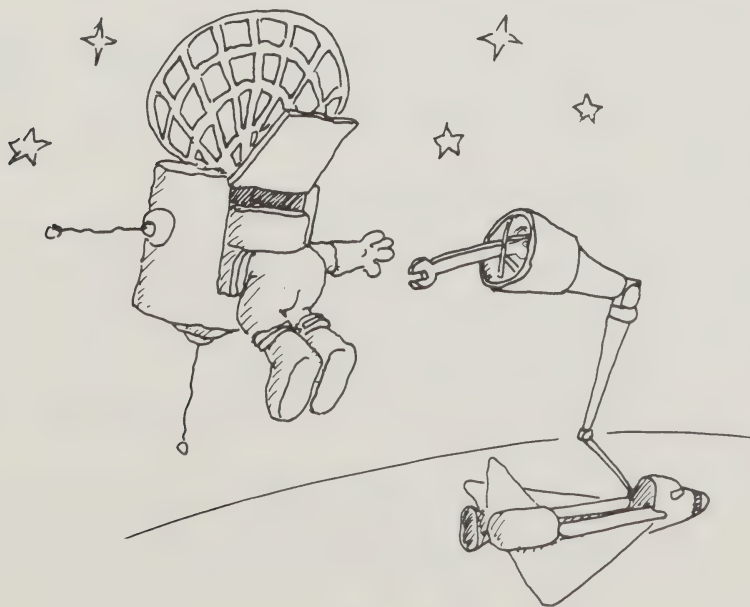
## DISCUSSION TOPICS

1. Should Canada give or sell Canadarm to the Soviet Union for use in their space program?
2. Choose a task which could be done either by the arm or by men working outside the spacecraft. Discuss the advantages and disadvantages of each method.
3. Could part of your job be done by a robot? by a computer system?

## WRITING CHOICES

The following comments about intelligent machines are intended to be controversial, even ridiculous. Choose the one which bothers you most. Imagine that a local newspaper has printed it in an article. Write a letter to the editor.

- In a few years, computers or robots will be doing all the jobs which do not require much intelligence. For example, most clerks and factory workers will be replaced. This is a good idea; people shouldn't have to do such boring jobs anyway.
- All really high-quality products are handmade. Mechanized factories produce products that fall apart, and mechanized farms grow produce that is tasteless. Automated factories and farms will be even worse.
- We should eliminate paper money and make all transactions electronic in order to control crime. This would make it very difficult to cheat on income tax or to collect welfare benefits without good reason. This would save the government enough money to pay for the system. Without cash available, it would be very difficult to sell illegal drugs or stolen goods. Also, with a record of every purchase the police could find criminals more easily. Simply cancelling a criminal's 'money card' would make it very difficult for him to travel or even exist.
- People are information processors. Everything they do depends on information received through the senses. Computers also process information. Therefore a computer can be programmed to do anything people can do with the exception of dying or having a baby.





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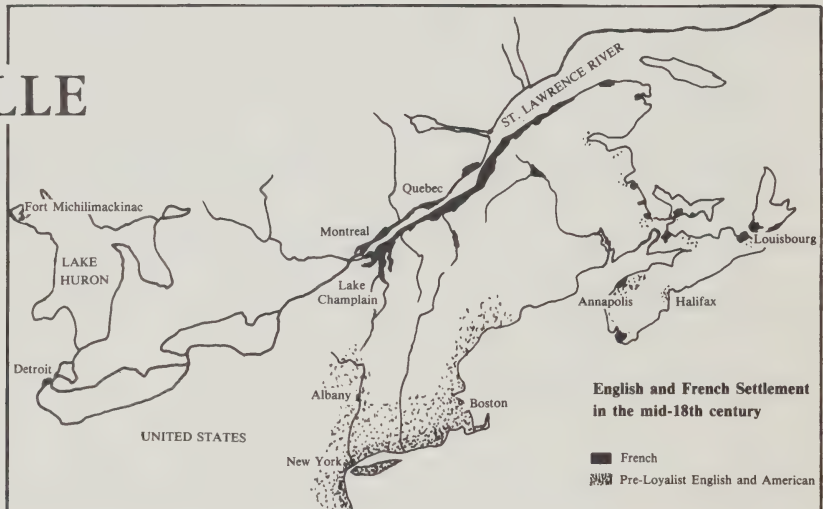
# UNIT 12: NEW FRANCE, Part I

## Focus Questions

Read the text quickly with these questions in mind.

1. How did the society and economy of New France change over time?
  2. Is the purpose of this text simply to give information or is the author really trying to persuade you to believe something?
- 

## LA NOUVELLE FRANCE



The 350-year history of the French colony in Canada, La Nouvelle France or New France, can be divided into four distinct phases: exploration and fishing, the fur trade, settlement, and the development of the established colony.

### Exploration and Fishing

The first phase began with voyages of exploration and discovery. Exploration started in the early sixteenth century when the King of France, François I, gradually became interested in the New World. At this time, many European countries were looking for a sea route to Asia, as well as for sources of gold and precious stones. Therefore, François I gave Jacques Cartier the mission of discovering “new lands and countries where there are many treasures....”

Cartier discovered Canada but he failed to bring back any gold, and the King lost interest. However, French fishermen started coming to Canada because of the large quantities of fish in the coastal waters. The fishermen landed to dry the fish but

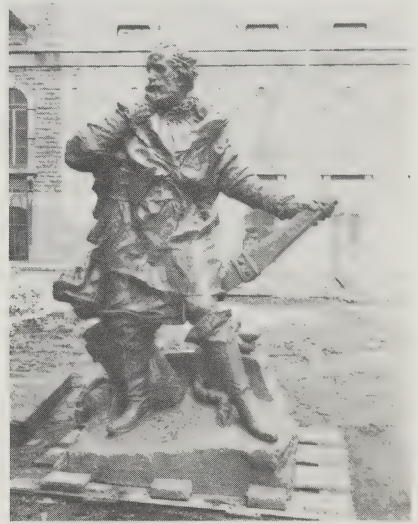
then returned to their ships and went back to France. They made no attempt to settle permanently. In 1541-42, Cartier tried to establish a settlement, but he failed and was forced to go back to France.

## The Fur Trade

In 1608 Champlain founded the first permanent settlement, Quebec City. By that time, fishermen had started trading with the native Indians and taking furs back to Europe. These furs quickly proved more valuable than fish and thus the fur trade began. While fur-trading required larger investments than fishing,



*Left: Re-enactment of Cartier planting a cross upon his landing in Quebec. (Tercentenary celebrations, 1908)*



*Right: Statue of Jacques Cartier in Quebec City.*

profits were also much higher. Furs sold for a greater price than did fish. Traders simply exchanged cheap European goods such as beads, mirrors, knives, and axes for furs in New France. And, after taking their cargo home, they sold their furs for gold in France.

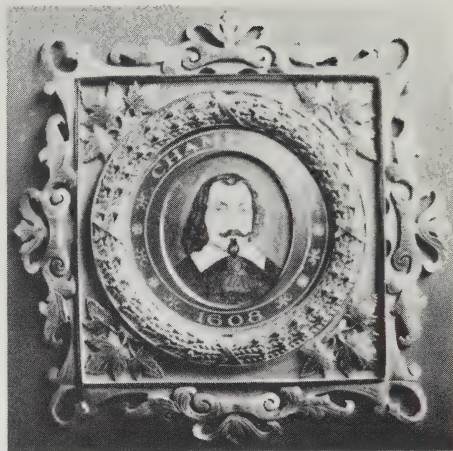
Champlain's permanent settlement at Quebec was financed by a French fur-trading company. This permanent base was part trading post and part fort; it made trading with the Indians easier and helped keep competitors from other nations away. But even in 1627, a generation after Champlain's arrival, the permanent European population of New France was only about one hundred. There was no agriculture.

## Settlement

In 1663 Louis XIV cancelled the fur-trading company's contract, took over direct control of the colony, and made it a province of France. The King appointed an 'Intendant' who administered the colony in his name. Then real settlement began and the



*Left: Re-enactment of Champlain's arrival at Quebec. (Tercentenary celebrations, 1908)*



*Right: Samuel de Champlain.*

population increased rapidly. It went from 3,035 in 1663 to approximately 20,000 in 1700. By this time, inhabitants of the colony born in Canada were four times more numerous than those born in Europe.

### **The Development of the Colony**

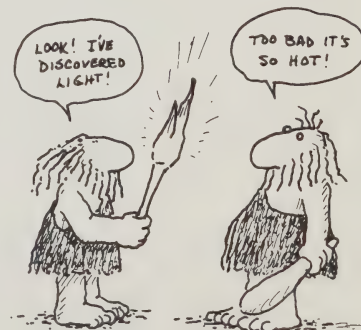
After 1700 the colony developed and gradually became more self-sufficient. Agriculture became more profitable. The colonists also began to manufacture basic necessities and to trade these among themselves. Thus, they were moving gradually towards self-sufficiency, since fewer things had to be imported from France. However, the fourth phase was interrupted. Development of the colony in New France was not fast enough. The English colonies in North America developed faster. In 1759 a large English army and fleet defeated the French at Quebec City, but that is another story.

## **Follow-up Questions**

*Answers on page 84*

You should not need to look at the text again for these questions.

1. What were the main phases in the history of New France?
2. Is this objective history, or is the author presenting a biased point of view?





# Reading Comprehension

## VOCABULARY

Find words or phrases in the text that mean:

- |                     |                            |                   |
|---------------------|----------------------------|-------------------|
| 1. clearly separate | 4. rivals                  | 7. broken in upon |
| 2. set up           | 5. dwellers                | 8. group of ships |
| 3. were found to be | 6. needing no outside help |                   |

## TRUE/FALSE

On a separate piece of paper, answer true (T), false (F) or not enough information (X).

1. The first permanent settlement in New France was established in 1541.
2. In 1663, the population was ten times larger than in 1627.
3. The King of France financed the founding of Quebec City.
4. François I punished Cartier for the lack of success of his mission.

## LOCATING INFORMATION

In which section and paragraph can you find information on

1. the duration of the French colonial presence in Canada?
2. the establishment of agriculture and business in the colony?
3. the development of agriculture and business in the colony?
4. the first attempt at permanent settlement?
5. trade goods?
6. the reasons for early exploration?

## LOOKING AT TIME EXPRESSIONS

1. The phrase *at this time* in the second paragraph refers roughly to some time in the years  
a. 1500 - 1549      b. 1550 - 1599      c. 1600 - 1649      d. 1650 - 1699
2. The phrase *by this time* near the end of the section on settlement refers to  
a. 1663      b. 1700      c. the period 1663 to 1700
3. Real settlement began  
a. before 1663      c. after 1700  
b. after the King took control of the colony      d. when 80% of the inhabitants were native-born

## Suggestions for Further Activities

### DISCUSSION TOPICS

1. In English, discovering one thing while looking for another is called 'serendipity'. Cartier's discovery of Canada is one example. Can you think of other serendipitous discoveries, perhaps in science? Have you ever discovered something serendipitously?
2. How might life in New France in 1700 have been different from life in the mother country?

### WRITING CHOICES

Write a short article telling the story of a serendipitous discovery. If you cannot think of an example, use an encyclopedia (preferably in your own language) to look up one of the following scientists: A.H. Becquerel, Madame Curie, Alexander Fleming, W.K. von Röntgen. Then look up his/her discovery.

---

## Unit 13: NEW FRANCE, Part II

### Focus Questions

Read the text quickly with these questions in mind.

1. Does the text look at the causes or the results of the battle of the Plains of Abraham?
  2. What is the author trying to persuade you of?
- 

## LET THE STABLE BURN



*Main entrance gate  
of Louisbourg, N.S.*

On the morning of September 13, 1759, the English general, James Wolfe, defeated the Marquis de Montcalm on the Plains of Abraham near Quebec City. Montcalm commanded 4,000 men for the defense of the city. Against this force, General Wolfe brought 40,000 and a fleet of 150 warships. Although a formal treaty was not signed until four years later in Paris, Wolfe's victory effectively put an end to the French regime in Canada.

*Wolfe's monument  
on the Plains of  
Abraham.*



### Why New France Was Lost

The overwhelming superiority of English forces was not accidental. It was largely due to differences between French and English colonial policies during the previous century. English policy in North America was more effective in four main areas:

- 1) the encouragement of settlers;
- 2) the maintenance of a strong navy;
- 3) the encouragement of industry and commerce; and
- 4) the importance given to the American colonies.

## The Settlement of New England and New France

Around the middle of the 18th century, the total population of New France was 80,000, while New England had a total population of 1,500,000. England tolerated religious freedom in her North American colonies, while France did not. This meant that people who suffered from religious persecution in Europe and who decided to settle in North America tended to go to New England rather than to New France. There were also economic considerations involved in a potential settler's choice of colonies



*The Fortress of  
Louisbourg, N.S.*

*Montcalm's monu-  
ment on the Plains  
of Abraham.*



in which to settle. Settlers in the English colonies were allowed to claim their own land or to rent it at low rates, while those in the French colony had to pay the same high rent as in the mother country. Therefore, potential settlers had much stronger economic reasons for migrating to the English colonies than to the French one. Because these economic and religious factors resulted in a greater population in New England than in New France, the English were able to organize and equip larger armies than were the French.

### “Britannia Rules the Waves”

The second deficiency in France's colonial policy was her inability to defend New France. Like the English, the French built forts and fortified cities along trade routes and waterways. Unlike the English, however, the French did not maintain a large navy for the defence of their colony. At the time when France lost her colonies, the English navy was four times larger than that



of the French. In the event of conflict, England could therefore stop traffic between New France and France itself, or between the French settlements along the St. Lawrence River. At the same time as it blocked French ships carrying supplies and troops, the English navy could also attack French settlements. France, on the other hand, could neither protect her own shipping nor attack the towns of New England.

## **French Industrial and Commercial Policy**

France was worried about commercial competition from her colony and was afraid that New France would eventually become independent. The French therefore established very severe restrictions on industry and commerce in New France. For example, in 1731, Royal Intendant Gilles Hocquart proposed a large shipbuilding program. French authorities reluctantly approved the plan, but with the restriction that the ships be built for the needs of France itself rather than for those of the colony. The program eventually went bankrupt and New France had to buy ships from New England. The result of French industrial and commercial policy in the colony was that New France remained dependent on the mother country and never achieved self-sufficiency. Although New England also suffered from numerous trade restrictions, it nevertheless had many independent small businesses and was self-sufficient in many respects.

## **“Let the Stable Burn”**

Finally, during the seventeenth and eighteenth centuries, France was involved in so many European wars that she had little time or money to spend on the defence of her North American colony. France had to devote practically all of her resources to her own defence and could spare very little for New France. When New France asked Nicolas Berryer, Minister of the French Navy, to send reinforcements, he answered: “You have to let the stable burn when the house is on fire”. The result of this attitude, as history eventually proved, was the loss of New France.

---

## **Follow-up Questions**

*Answers on page 84*

You should not need to look at the text again for these questions.

1. Does this text tell you anything about the battle itself or the tactics of the two generals? If not, what is it about?
2. Does the author succeed in convincing you that the Battle of the Plains of Abraham was not the only reason New France was lost?

# Reading Comprehension

## VOCABULARY

Find words or groups of words in the text which mean:

- |                         |                                |
|-------------------------|--------------------------------|
| 1. vanquished; beaten   | 6. hesitantly                  |
| 2. towering; crushing   | 7. financially insolvent       |
| 3. allowed to exist     | 8. constraints; imposed limits |
| 4. were in the habit of | 9. dedicate                    |
| 5. in case of           |                                |

## LOCATING INFORMATION

In which paragraphs can you find information on

1. religious policy in New France?
2. the relative size of the British and French navies?
3. France's attitude toward colonial defence?
4. the defeat of Montcalm by Wolfe?
5. the difference in landholding in the two colonies?

## TRUE/FALSE

On a separate piece of paper, answer true (T), false (F) or not enough information (X):

1. The treaty by which France officially gave up her colonies was signed in 1763.
2. Because of Hocquart's plan, New France was able to build the ships it needed.
3. Wolfe's army was about twice as strong as Montcalm's.
4. The French navy bought ships from New France.

## LOOKING AT SENTENCE LINKS

1. In the first paragraph the phrase *this force* refers to the men commanded by Montcalm. What do the following words and phrases refer to?
  - a. *overwhelming superiority* (second paragraph)
  - b. *it* (second paragraph)
  - c. *this* (third paragraph)
2. *Although*, *though*, and *even though* are used to begin clauses of contrast. In the first paragraph the link *although* contrasts two events. Name these two events.
3. The English sentence link *while* is often used as a time link (like *when*).

Example: 

When		I was in Montreal, I bought a new suit.
While		

*While* can also be used to mark contrasts. In this use it has nothing to do with time.

Example: 

Fred has red hair		while		Susan is blond.
		but		

In the paragraph on settlement, *while* is used three times. For each use, decide whether it is a time connector or a contrast connector. Give the time period or the contrasts.

# Suggestions for Further Activities

## DISCUSSION TOPICS

1. After capturing Quebec, the British could have tried to suppress French institutions. They could, for example, have tried to impose the British legal system, to make English the language of education, or to persecute Catholics as they did in England and Ireland at various times. Discuss why these measures were not taken.
2. The American Revolution began in 1775, less than 20 years after the British captured Quebec. The ideas of French philosophers such as Rousseau were a powerful influence on this revolution. Frenchmen such as Lafayette aided the revolution by smuggling weapons through a British naval blockade and commanding American troops in battle. Despite this, Quebec was the only important British colony in North America which did not join the rebellion. Discuss possible reasons for this.
3. Discuss Berryer's comment about letting the stable burn in relation to U.S. and Soviet attitudes to conflicts in distant places.



## WRITING CHOICES

1. Choose a date, either September 1 (before the battle) or October 1 (after the battle), 1759, and one of the following roles:
  - a. an officer in Montcalm's army
  - b. an officer in Wolfe's army
  - c. a sailor on one of Wolfe's ships
  - d. an ordinary soldier in Montcalm's armyWrite a letter to a friend back in the mother country.
2. Choose one of the following military defeats or politically necessary withdrawals:
  - a. the English defeat at the hands of the Norman French at Hastings, 1066 A.D.
  - b. Britain's loss of her American colonies
  - c. the end of the British Raj in India
  - d. the French withdrawal from Algeria
  - e. the American withdrawal from Vietnam

Get background information from a library or encyclopedia and then write a short passage showing the reasons for the defeat or withdrawal.

## INTERACTIVE ACTIVITY

Decide with your teacher whether to role-play this exercise as a class or in several smaller groups. Divide the class, or each group, into two teams. One team plays Cartier and some of his officers. The other team plays a French admiral and his staff.

Cartier's team tries to deliver an enthusiastic report that shows how important and valuable Canada is. Try not to upset the admiral.

The Admiral's team tries to keep Cartier's report on the topic of immediate profit. They do not want to talk about Canada's long-term potential. Try to control the conversation without actually giving orders.



# UNIT 14: LABOUR UNIONS

## Focus Questions

Read the text fairly quickly with these questions in mind.

1. What two views of the role of unions are presented?
2. Which view does the author support?

## LABOUR UNIONS



A 14-YEAR-OLD WORKER IN A COAL MINE.  
Is this the best modern civilization can do for  
our boys?

Labour unions have had an important role in Canadian society for many years, but exactly what role they should play has always been the subject of controversy.

Until 1872, unions were illegal in Canada. Even after they became legal, many of them were small and poorly funded at first. Later they grew into organizations of considerable size and power.

Some of the first Canadian unions were made up of railway workers, workers in clothing factories, and printers. Like unions today, these early unions wanted more money and shorter working hours for their members. However, the early unions also fought for things that most Canadians take for granted today.

Early Canadian unions were in favour of free education for children and government regulation of the kind of work that children under 16 did. At that time, children often worked 16 hours a day at extremely dangerous jobs in factories and mines. At a time when there were no minimum wage regulations, the early

*Fig. 1 The biggest unions in Canada (1981/82).*

1. Public Employees (CUPE)	287,133
2. Public Service Alliance (PSAC)	158,446
3. Food and Commercial Workers	154,372
4. Steelworkers	147,492
5. United Auto Workers	105,549
6. Quebec Teaching Congress (Ind.) (Centrale de l'enseignement du Québec)	86,200
7. Social Affairs Federation (CNTU) (Fédération des affaires sociales)	83,919
8. Teamsters (Ind.)	82,551
9. Carpenters	75,303
10. Ontario Public Service Employees (Ind.)	74,349
11. Electrical Workers (AFL-CIO/CFL)	73,330
12. Paperworkers	66,454

**Note:** All unions not identified as independent or AFL-CIO/CFL are affiliated with the AFL-CIO (CLC).

unions fought for a minimum wage for everyone. They also wanted the government to inspect factories and mines for unsafe equipment and working conditions.

Today, almost all Canadians agree that unions have made a positive contribution to Canadian society by winning these rights for everyone. However, many Canadians say that unions can also cause problems because they are too big, too powerful and, perhaps, too successful.

Over the years, unions in Canada have grown larger for several reasons. Successful unions tend to grow, that is, if they win benefits for their members, others will want to join and small unions also tend to merge, to combine into larger unions. It is much more difficult for a company to fight one union representing all its workers than to fight several smaller unions. Many modern unions represent the workers for an entire industry such as steelmaking or coal mining. Others represent everyone who works at some skilled trade, for example, all electricians or all carpenters.

There are also union associations, groups of unions working together to achieve common goals. The largest such association in Canada is the Canadian Labour Congress or CLC. Like many of its member unions, it is affiliated with a larger international organization, the American Federation of Labour/Congress of Industrial Organizations (AFL-CIO). Most unions in English Canada are affiliated with the CLC, though there are exceptions such as CUPE, the Canadian Union of Public Employees. In Quebec, only the Fédération de Travailleurs de Québec (FTQ) is affiliated with the CLC; most unions are affiliated with Quebec-based groups such as the Confédération des Syndicats Nationaux (CSN) and the Conseil des Syndicats Démocratiques (CSD).

Unions today, then, are often much larger than were the early unions and, through their associations, are organized to work together on issues which affect all union members. Another difference is that many modern unions are composed of white collar office workers; early unions were mainly for industrial workers or skilled tradesmen.

Today large unions still try to improve the wages of their members, the hours of work, their working conditions, and their health and pension benefits. In many cases, the large unions are successful in getting what they want for their members. However, many Canadians, including politicians, businessmen, other workers who don't belong to unions, and consumers in general, are asking whether unions have too much power. Critics argue that, because of the unions, Canadian products cost too much in Canada and cannot compete on international markets. Today, the debate continues between big unions and their critics, and it is likely to continue for a long time to come.

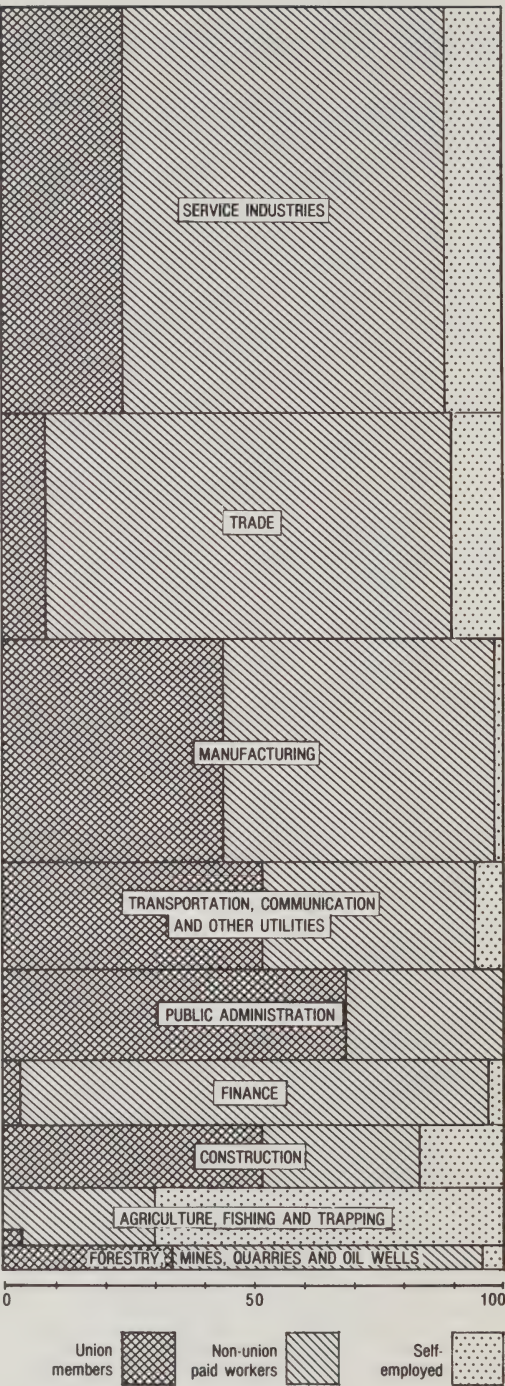


Fig. 2 Unionization by industry (1982).



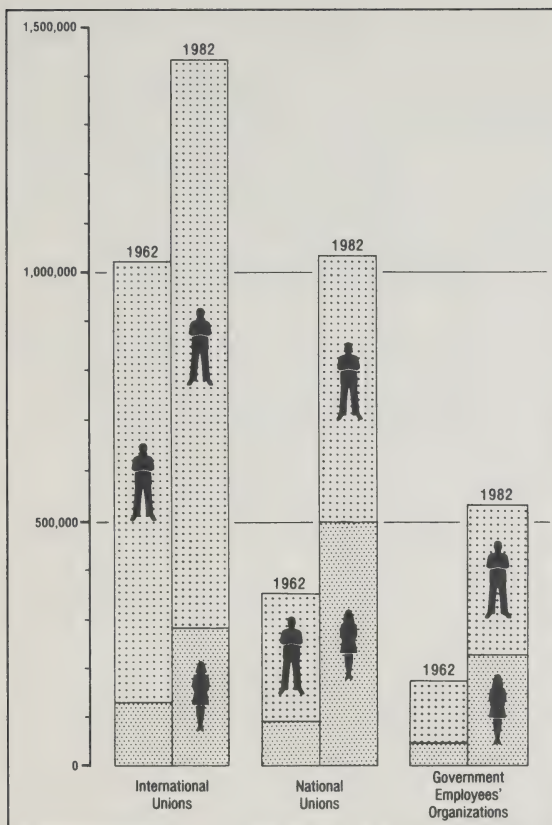


Fig. 3 Union membership by sex (1962 and 1982).

Northern Electric C.W.A. picketers.



United Brotherhood of Carpenters and Joiners Local 1779 parade in Calgary.

## Follow-up Questions

Answers on page 84

You should not need to look at the text again for these questions.

1. List the contributions of unions to Canadian society.
2. What is a major criticism of present-day Canadian unions?



# Reading Comprehension

## VOCABULARY

Find words or phrases in the text that mean:

1. debate or argument
2. against the law
3. within the law
4. supplied with money
5. accept without thinking
6. much more than usual
7. made up of
8. connected to (usually to organizations)
9. hourly pay
10. money paid to a retired worker



## SKIMMING FOR INFORMATION

1. In what year did unions become legal in Canada?
2. What three kinds of workers does the text mention as among the first to form unions in Canada?
3. What two things did early unions demand that unions today still want?
4. Name four rights early unions fought for that Canadians now take for granted.
5. Name a union in English Canada which is not connected to the CLC and a Quebec union which is.
6. Which sector of workers generally did not have unions in the early days but has begun to form unions recently?
7. What two points of view on the subject of big unions does the author of *Labour Unions* mention?
8. According to the text, what dilemma does Canada face concerning reasonable working conditions and wages on the one hand, and the ability to compete on international markets on the other?

## SCANNING CHARTS AND GRAPHS

1. Which figure contains the most complete information on the Canadian work force? Why?
2. How many members did the Canadian Union of Public Employees have in 1982?
3. Which union had the least members in 1982?
4. Which of the twelve largest unions in Canada were not affiliated with the Canadian Labour Congress in 1982?
5. In 1982, what was the approximate proportion of men to women members in government employee organizations?
6. In which category of union did the membership of women change (a) the most favorably, and (b) the least favorably between 1962 and 1982?
7. Which sector of the work force has (a) the largest and (b) the smallest percentage of non-unionized workers?
8. Which sector of the work force has the largest percentage of self-employed workers?

# Suggestions for Further Activities

## DISCUSSION TOPICS

1. Discuss how an organization can be both international and American at the same time.
2. Do you think unions are too powerful? What about corporations? government? churches? the media? pressure groups?
3. Are any of the groups mentioned in Question 2 not powerful enough?
4. How could the power of such groups be limited or increased by government policies? By individual action? By social change?

## WRITING CHOICES

1. Choose some group not currently unionized. Imagine you are a union organizer. Write a letter urging these people to form a union. Some possible groups are priests, computer engineers, bank tellers, department store clerks, and workers in fast-food restaurants.
2. Many unions make contributions from union funds to the New Democratic Party (NDP), a political party with traditional ties to the labour movement. Write a letter from a union member to the union executive arguing that the union should stop such contributions to the NDP.

## INTERACTIVE ACTIVITY

In this activity, you role-play the members of a union executive discussing the relationship of your union to a larger union.

**Step 1:** Choose your situation. Either your union is a Quebec-based organization and the larger one is an English Canadian union, or your union is Canadian and the larger one American. You also need to fill in some detail about the union. What industry is it in? What issues are important for your group, but not for the larger union?

**Step 2:** The larger union has sent a letter suggesting that your union become part of theirs so that you can be more effective against the large companies in your industry. Divide the class into two teams – for and against. Each team should prepare separately for the next step.

**Step 3:** Have the meeting. It is an executive meeting; the goal is to agree on a proposal you can take to your members. This is not a debate; it is a problem-solving session. You need a plan that

- is acceptable to the executive;
- will be acceptable to your members;
- will be acceptable to the larger union;
- allows you to co-operate with the larger group on some issues; and
- allows you to work independently on other issues.

Are these goals best met by joining the larger group or remaining separate?

**Step 4:** (optional) Break up into small groups after the meeting. Each group should write its version of a proposal to be submitted to your members, based on the discussions in the meeting. Preferably, this should be done outside class time. In a later class, compare the proposals.

---

## UNIT 15:

# THE CANADIAN BROADCASTING CORPORATION

### Focus Questions

Read the text quickly and look at the related material with these questions in mind.

1. Is the author generally in favour of or against public broadcasting?
  2. Is the author trying to make the government look good?
- 

## THE ORIGINS OF THE CBC

Canadians generally don't appreciate the fact that they were among the the pioneers of radio broadcasting. One of these pioneers was Reginald Fessenden, who, on December 12, 1900, was the first person to transmit the human voice over the airwaves. This was almost a full year before Marconi sent his famous Morse Code signal across the Atlantic. Unfortunately, Fessenden did most of his work in the States because the Canadian government did not value, and would not support, his research.

### The First Radio Station

Another Canadian achievement was the first radio station in North America to begin regularly scheduled broadcasting. On May 20, 1920, Marconi's radio station XWA broadcast a program from Montreal to the meeting of the Royal Canadian Society being held in Ottawa. XWA is still broadcasting under the call sign CFCE.

### Public vs. Private Broadcasting

But by the end of the nineteen twenties, these pioneering efforts had been forgotten, and Canadian broadcasting was disorganized. Small Canadian stations were no match for the high-powered, wealthy American stations south of the Great Lakes. A poll published by the Toronto *Telegram* showed that out of their readers' twenty favourite stations, seventeen were American. Only the cities of Montreal and Toronto were well served by Canadian broadcasters. In Toronto and Montreal broadcasters relied on advertising revenue. They argued that they could not make a profit by extending their service outside the major population centres.

This situation could not last for long without putting Confederation in danger, but oddly enough it was religion that brought the issue to a head. In 1928, several radio stations were owned by religious groups, the most controversial of which was the International Bible Students' Association. After receiving complaints about IBSA programs, the government cancelled the four licences the association held. This caused an uproar in the House, with the Conservative opposition accusing the Liberal government of censorship. The government was forced to appoint a Royal Commission, headed by Sir John Aird, to study the whole problem of radio broadcasting.

### The Aird Commission

After nine months of study, the Aird Commission came to the conclusion that there "was unanimity on one fundamental question – Canadian radio listeners want Canadian programs".



# RADIO!

**Hear Concerts From  
Distant Cities**



**Complete  
Receiving Set**

**\$170 F.O.B. Montreal**

ALL ORDERS HANDLED STRICTLY IN ROTATION

Aerial Equipment	Amplifier Unit
"B" Batteries	Storage Battery
Detector Unit	Telephone Receiver
Tuner Unit	Valves

DEALERS WRITE  
FOR TERMS

*Write for free copy of  
"Wireless in the Home"*

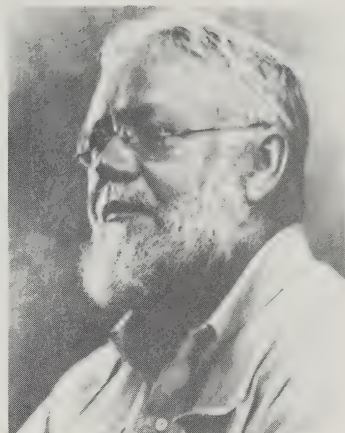
## MARCONI

WIRELESS  
TELEGRAPH CO.  
OF CANADA Limited  
11 St. Sacramento Street  
MONTREAL

Branches: Vancouver  
Toronto, Halifax, St.  
John's, Nfld

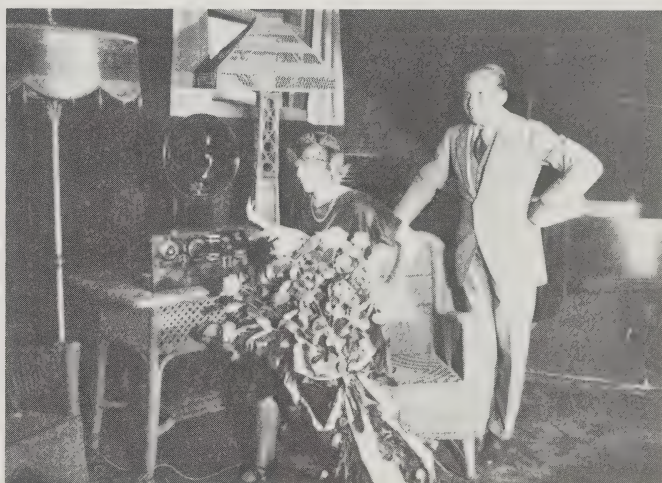


*Reginald A. Fessenden.*



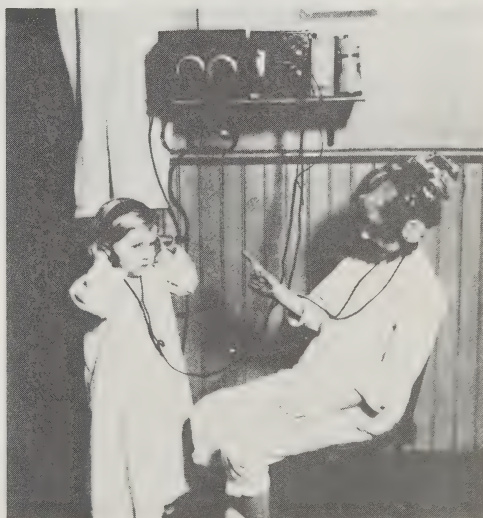
*The Canadian Marconi Company of Montreal was not only the first commercial broadcast station but one of the pioneer producers of receivers.*

*Douglas Fairbanks and Mary Pickford recording at CKAC studio, Montreal, 1924.*



*Bottom left:  
Members of the Royal Commission on  
Broadcasting, Toronto, 1928.  
Second from left: Sir John Aird.*

*Bottom right: Children's stories on  
CBC radio.*



In order to encourage Canadian programs, the Commission recommended that all radio stations in Canada be owned and operated by a government body, the Canadian Radio Broadcasting Company.

But a recommendation is not the same as government action, and without the efforts of two men, Alan Plaunt and Graham Spry, Canada would not have a public broadcasting network today, because the idea was opposed by some powerful interests. The Canadian Pacific Railway, the Canadian Manufacturers' Association, the *Globe and Mail* and the *Telegram* in Toronto, and *La Presse* in Montreal, all vigorously fought any form of public broadcasting. They felt the government should limit its role to regulating private broadcasters, and regulating them loosely.

The Aird Commission was right: there was a consensus in Canada for a publicly owned broadcasting system. Government would yield to the loud and powerful interests unless this consensus was organized. And this is what Plaunt and Spry did. Using the Canadian Broadcasting League, which they founded, they pressured MP's (Members of Parliament), fought with private broadcasters, and gave evidence to the two parliamentary committees that looked into broadcasting in 1930 and 1932. At the 1932 meeting Mr. Spry argued:

For a nation so widespread in its range and varied in its racial origin, radio broadcasting, intelligently directed, may give us what provincial school systems, local newspapers and the political system have yet to give us: a single glowing spirit of nationality making its contribution to the world.

## The CBC

Finally, three years after the recommendations of the Aird Commission, the Canadian Radio Broadcasting Commission (CRBC) was formed. The CRBC was underfinanced, poorly managed, and not at all what the Canadian Broadcasting League had asked for. So, after another parliamentary committee investigated radio, the government formed the Canadian Broadcasting Corporation in 1936, with better finances and stronger powers. But the dust still has not settled on the debate.



*Board of Governors of the new Canadian Broadcasting Corporation, November 4, 1936.  
Second from left: Nellie McClung, women's rights activist. Furthest right: Alan B. Plaunt.*

---

## Follow-up Questions

*Answers on page 85*

Try to answer these questions without looking at the text again.

1. According to the text, was the government in control of the development of public broadcasting?
2. What is the author's attitude toward public broadcasting?



# Reading Comprehension

## VOCABULARY

Find words or phrases in the text that mean:

- |  |                                   |
|--|-----------------------------------|
| 1. sending out a radio signal                | 6. general agreement              |
| 2. the code which identifies a radio station | 7. basic                          |
| 3. income                                    | 8. started (of an organization)   |
| 4. causing argument                          | 9. not provided with enough money |
| 5. complete agreement                        |                                   |

## SCANNING FOR DETAIL

Answer the following questions on a separate piece of paper.

1. Who was the first person to broadcast a human voice? When?
2. What did the letters CRBC stand for?
3. When was the first scheduled broadcast in Canada?
4. When was the CBC formed?
5. How many broadcasting licences did the International Bible Students' Association have?
6. How many years passed between the establishment of the Aird Commission and the founding of the CBC?
7. Where did Fessenden do his research?
8. Who owned station XWA?
9. Which Canadian cities had good radio service in the 1920's?
10. What newspaper published a poll in the 20's showing that most of its readers preferred American stations?
11. What five groups, besides the Conservative Party and religious groups, opposed public broadcasting?

## SKIMMING FOR INFORMATION

On a separate piece of paper, answer the following questions.

1. According to the author of this text,
  - a. why did Fessenden work in the U.S.?
  - b. why didn't Canadian broadcasters serve smaller cities and towns in the 1920's?
  - c. what was the purpose of the Aird Commission?
  - d. why did some groups oppose public broadcasting?
  - e. what three things were wrong with the CRBC?
2. According to Alan Spry, why was public broadcasting a good idea for Canada?

## TRUE/FALSE

On a separate piece of paper, answer true (T), false (F), or not enough information (X).

1. The author approves of Canadian broadcasting. Base your answer on the first paragraph.
2. The author generally approves of the Aird Commission.
3. The author believes the government censored religious broadcasts in the 1920's.
4. The author is generally sympathetic to the attempts of Plaunt and Spry to pressure Government into founding a national broadcasting service.
5. The Canadian Manufacturers' Association supported the establishment of the CBC.



## Suggestions for Further Activities

### DISCUSSION TOPICS

1. The first two paragraphs are not directly related to the CBC. How would it change the article if these two paragraphs were removed and the third paragraph was changed to read "At the end of the 1920's, Canadian broadcasting ..."? Discuss.
2. Look at the first sentence of the fourth paragraph, the part which reads, "This situation ... to a head". Do you agree? Why or why not?
3. In Britain, public television is funded quite differently from the way public television is funded in Canada. Here the CBC carries advertising just as the commercial stations do. In Britain, the BBC carries no advertising, but a license is required for every TV set, and all the fees from licenses go to the BBC. Discuss the advantages and disadvantages of the Canadian system.
4. Look again at the quote from Graham Spry. Does Canada now have "a single glowing spirit of nationality making its contribution to the world"?

### WRITING CHOICES

1. Write a letter to the CBC asking for more of your favorite kinds of programs. Try to include praise for the programs they already have which you consider good, and evidence that your chosen type of program is important or popular.

2. A man in Britain recently won a court case in which his defense for having a TV without a license was that he only used the TV with his computer and never watched programs on it. Write the memo that the chief TV license inspector might have to send to "All Staff" the next day, explaining how this changed inspection policies and procedures.



3. Write submissions for the Aird Commission arguing for or against public broadcasting. It can be either a letter or a more formal brief. You can be just a concerned citizen or a representative of any group mentioned in the text.

# ANSWER KEY

## Unit 1: THE MAD TRAPPER

### Follow-up Questions

- Answers will vary.
- May flew an airplane for the Mounties.
  - He delivered supplies.
  - He spotted Johnson and relayed the information to the Mounties.
  - He saved one Mountie and flew the search party out of the bush when the hunt for Johnson was over.

### Vocabulary

- |                   |                 |
|-------------------|-----------------|
| 1. robbing        | 6. ammunition   |
| 2. search warrant | 7. search party |
| 3. played dead    | 8. spectacular  |
| 4. raised         | 9. cleared up   |
| 5. ace            |                 |

### Scanning for Detail

- |  |                                 |
|--|---------------------------------|
| 1. a. Albert Johnson   | b. The Mad Trapper of Rat River |
| 2. a. 1932   | b. near Aklavik, N.W.T.         |
| 3. a. Wilfred May  | b. a Bellanca monoplane         |
| 4. To investigate a complaint that traplines were being robbed |                                 |
| 5. a. four   | b. the second                   |

### Skimming for Information

- a. two                      b. one
- He zigzagged, backtracked and covered his tracks.
- It was the first manhunt to use radios and airplanes.
- Answers will vary.

### More Comprehension Questions

- Because several headless corpses had been found there
- Gold fillings in teeth
- The police found gold fillings in Johnson's cabin.
  - Photographs show that Nelson and Johnson looked alike.
  - (By inference) If Johnson was Nelson, he had a motive for opening fire on the Mounties: the hope for escape.

## Unit 2: MAPLE SYRUP

### Follow-up Questions

- Maple syrup, maple sugar, taffy
- Suggested answer: pale maple syrup because it is higher quality
- The United States

### Vocabulary

- |             |                 |
|-------------|-----------------|
| 1. settlers | 5. sugar bush   |
| 2. tapping  | 6. taffy        |
| 3. fungus   | 7. sugaring off |
| 4. pail     |                 |

### True/False

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. F | 3. F | 5. T | 7. T | 9. F |
| 2. F | 4. F | 6. F | 8. T |      |

### Skimming for Information

- 104°C
- 8,241,000 L
- Because it is during the boiling process that syrup acquires its full flavour, or loses it.
- The sap may sour on a warm day. The sap may freeze during a cold spell.
- a. Taffy, maple sugar    b. Maple sugar

### Summarizing a Text

- sap-regulator
  - compartment
  - divider
- The sap zigzags from one compartment of the evaporator to the next, bubbling and thickening as it goes.

### Describing a Process

- |                              |                           |
|------------------------------|---------------------------|
| 1. metal spout               | 6. maple syrup evaporator |
| 3. network of plastic tubing | 9. maple sugar mold       |
| 4. pump                      | 10. drying rack           |

Description: Answers will vary.

### Drawing Conclusions

- Millions of litres
- Sugar cane, beet plants, maple trees
  - It is cheaper to produce sugar from cane and beet plants than from maple trees.
- Metal pails, plastic pails, plastic bags
  - Yes, by means of a network of plastic tubing connecting all the trees.

## Unit 3: BEAR COUNTRY

### Follow-up Questions

- Answers will vary.
- The grizzly bear

### Vocabulary

- |              |               |            |
|--------------|---------------|------------|
| 1. encounter | 5. unaware    | 8. store   |
| 2. belie     | 6. bear cub   | 9. bury    |
| 3. hike      | 7. infuriates | 10. tracks |
| 4. rushing   |               |            |

### Table Reading

- |                 |                  |
|-----------------|------------------|
| 1. grizzly bear | 5. grizzly bear, |
| 2. black bear,  | black bear       |
| grizzly bear    | 6. grizzly bear  |
| 3. black bear   | 7. black bear    |
| 4. black bear   |                  |

### Reading for Detailed Understanding

- Groups of people are more likely to see or spot signs of bears.
  - Fresh tracks, digging, bear droppings, bear cubs
  - “... in thick bush or near rushing water. . .”
    - “... avoid food sources such as berry patches and dead animals.”
    - “Keep your campsite clean.”
      - “Don’t eat or cook in your tent.”
      - “Put all garbage into the nearest container.”
    - “Never go near a bear cub.”
      - “Don’t take your dog into the back country.”
    - “Carry a noisemaker.”
- By inference, grizzly bears are more dangerous.
  - You might be attacked by a bear.
- This section deals with how to survive a direct encounter with a bear; the previous section deals with how to avoid a bear encounter.
  - Most bears can run as fast as a racehorse.
    - Sudden movements may bring on an attack.
  - It may be trying to focus its weak eyes.
    - (By inference) It may be an aggressive gesture.
    - (By inference) It may be trying to climb a tree.
  - Stand still and speak in a low voice.
  - Speak softly and back slowly towards a tree. Remove your pack and put it on the ground to distract the bear. Climb a good distance up the tree.
    - Play dead: drop to the ground face down. Lift your legs up to your chest and put your hands over the back of your neck.
  - Because the natural response is to run away and you can never be sure how the bear will react if you play dead.

## Unit 4: WILD STRAWBERRIES

### Follow-up Questions

- The woodland strawberry
  - The Virginia, or field strawberry
  - The seaside, or Pacific strawberry
- Answers will vary. The fruit and leaves of various strawberries differ in size, shape and colour.
- The Virginia and seaside strawberries have most in common (e.g., the colour of the leaves, the shape of the leaves, the spherical shape of the fruit).

### Vocabulary

- |              |             |              |
|--------------|-------------|--------------|
| 1. species   | 4. stolon   | 7. spherical |
| 2. hybrid    | 5. flowers  | 8. elevation |
| 3. perennial | 6. terminal |              |

### Scanning for Specific Information

- |      |      |      |       |       |
|------|------|------|-------|-------|
| 1. F | 4. T | 7. F | 10. F | 13. T |
| 2. F | 5. F | 8. T | 11. T | 14. X |
| 3. T | 6. X | 9. F | 12. T | 15. T |

### Making Comparisons, Deductions and Inferences

1.

Variety	Colour of Leaves	Description of Terminal Tooth on Leaflets	Shape of Fruit	Areas Where Found
<b>WOODLAND STRAWBERRY</b>	bright-green, yellowish-green	prominent terminal tooth	elongated	in woods, meadows, clearings across Canada (from lowlands to mountains)
<b>VIRGINIA (FIELD) STRAWBERRY</b>	bluish-green	shorter than teeth on side	spherical	along the Pacific coast, on sand dunes and rocky beachlands
<b>SEASIDE STRAWBERRY</b>	bluish-green	shorter than teeth on side	spherical	in woods, meadows, clearings

2. a. T      b. T      c. X      d. T      e. X



# Unit 5: VEHICLES THAT GO ANYWHERE

## Follow-up Questions

- 1. A variety of specialized vehicles in Canada
- 2. Automobiles, snowmobiles/Ski-doo's, snow-blowers, fire engines, the Scoot/swamp-buggy, garbage trucks, the caterpillar track
- 3. Answers will vary.

## Vocabulary

- 1. bouncing
- 2. pale
- 3. suited
- 4. rigorous
- 5. air-cooled
- 6. water-cooled
- 7. caterpillar
- 8. caterpillar track
- 9. wagon
- 10. pioneered
- 11. cross-country
- 12. not an unmixed blessing
- 13. prevent
- 14. snowplow

## Scanning for Detail

- 1. 1907
- 2. 1770
- 3. at the end of the 19<sup>th</sup> century
- 4. 1926
- 5. for half a century
- 6. around 1947

## True/False

- 1. T
- 2. F
- 3. F
- 4. X
- 5. T
- 6. T
- 7. X

## Reading for a Point of View

- 1. F
- 2. F

## Scanning for Names

- 1. Leonardo da Vinci
- 2. Sweden
- 3. Richmond, Quebec
- 4. Armand Bombardier
- 5. Valcourt, Quebec
- 6. Malcolm Dion
- 7. Georgian Bay, Ontario
- 8. Rinaldo Boissonault
- 9. Sicard Inc.

# Unit 6: SAINT JEAN BAPTISTE

## Follow-up Questions

- 1. Answers will vary.
- 2. Answers will vary. For the most part the author maintains a neutral tone and neither approves nor disapproves.

- 3. Answers will vary. By and large the author describes the history of the holiday and at least appears to be objective.
- 4. Answers will vary. Very little emotional language appears in the text.

## Vocabulary

- 1. customs
- 2. bonfire
- 3. fertile
- 4. crops
- 5. procession
- 6. saint
- 7. distinct
- 8. atmosphere
- 9. concerts

## Scanning for a Date

- 1. 496 A.D. France became Christian.  
1650 A.D. priests stopped coming to the St-Jean Baptiste bonfires in Quebec City.  
1842 A.D. the Society of St-John the Baptist was founded.  
1977 A.D. the P.Q. government of Quebec declared June 24 the official national holiday of Quebec.
- 2. The Confederation of Canada
- 3. 1908

## Establishing Chronological Order With a Timeline

1.

DATE	EVENT
B.C.	Pagan feast day
A.D.	
496	France becomes Christian.
1600	The habitants come to Canada. St-Jean Baptiste Day is officially celebrated with the Governor lighting the bonfire and priests attending the ceremony.
1650	Priests stop coming to the bonfire and criticize the ceremony for not being religious enough.
1842	The Society of St. John the Baptist is founded.
1867	Canadian Confederation
1889	The Canadian government tries to have St-Jean Baptiste Day celebrated on Dominion Day.
1900	Turn of the century. Holy day becomes holiday.
1908	St. John becomes the official patron saint of Quebec.
1960's	The celebration of St-Jean Baptiste Day becomes increasingly political.
1977	St-Jean Baptiste Day becomes the official national holiday of Quebec.

## Establishing Phases in Chronological Order

PHASE	NAME OF PHASE	MAJOR CONTRIBUTION TO MODERN FESTIVAL
I	Pagan	Bonfire
II	Christian	a) Saint-Jean Baptiste b) Religious processions
III	Nationalistic	Nationalistic parades
IV	Local festivals	Neighbourhood celebrations

## Comparing Data (Information Gaps)

- Answers will vary.
- Dates and many events.
- 

PHASE	FROM	TO	NAME OF PHASE
I	?	496	Pagan
II	496	1900	Christian
III	1900	1977	Nationalistic
IV	1977	present	Local festivals

## Unit 7: IMMIGRATION, Part I

### Follow-up Questions

- The Native Peoples, the French, the Loyalists, the Scots and the Irish
- The Loyalists, the Scots and the Irish
- It is not known why the Native Peoples came. The French first came for furs and fish and later to colonize.

### Vocabulary

- |                    |               |                 |
|--------------------|---------------|-----------------|
| 1. historians      | 6. factor     | 11. disease     |
| 2. anthropologists | 7. emigration | 12. famine      |
| 3. immigration     | 8. pattern    | 13. substantial |
| 4. colony          | 9. imported   | 14. flow        |
| 5. subjects        | 10. economy   | 15. refugees    |

### Scanning of Dates

EVENT	DATE
1. Viking discovery of Canada	999
2. English discovery of Canada	1497
3. French discovery of Canada	1534
4. First French settlers	1604
5. End of the Seven Years' War	1763
6. Arrival of the Loyalists	1779

## Scanning for Detail

- 20,000 B.C.
- Asia
- Indians and Inuit
- Leif Erikson
- 17<sup>th</sup> century
- Port Royal, N.S.; Quebec City
- 60,000
- The Scots
- Political conflicts and social changes due to the Industrial Revolution
- A failed rebellion; Highlanders were forced off the land by landlords.
- The potato famine

## True/False

- |  |      |
|--|------|
| 1. X (In fact this statement is false) | 2. F |
| 3. F                                   | 4. T |
| 5. F                                   | 6. F |

## Constructing a Table

The French	60,000	1604-1756
The Loyalists	50,000	1776-1779
The Irish	110,000	1847

## Unit 8: IMMIGRATION, Part II

### Follow-up Questions

- Mainly the state of the Canadian economy.
- 100 years ago immigration was open and mainly European.
  - 50 years ago Oriental immigration was restricted.
  - 20 years ago south European and Oriental immigration was increasing.

### Vocabulary

- |              |              |                 |
|--------------|--------------|-----------------|
| 1. initiated | 5. restrict  | 8. trickle      |
| 2. began     | 6. expanding | 9. consistently |
| 3. potential | 7. rapid     | 10. issue       |
| 4. sturdy    |              |                 |

### Skimming for Information

- Canada needed new settlers to farm the land.
- They settled on free land along the railroad.
- They did not speak English and had different cultures.
- They complained that Sifton's policy was part of a plan to keep the French out of the Canadian West.
- Minister of the Interior
- In his opinion they were quality immigrants.
- 1910
- 1913
- 400,870

10. • Government regulations restricting Orientals  
• The Russian Revolution and fear of communism  
• The Great Depression
11. The refugee
12. Hungary, Czechoslovakia, East Africa, the U.S., Chile, Indochina
13. Italy, Greece, Portugal, Hong Kong, the Caribbean, India, Latin America, the U.S., Great Britain

#### Table Reading

1. Origins of the Canadian population
2. 1982
3. a. The Northwest Territories (N.W.T.)  
b. Prince Edward Island (P.E.I.)
4. Saskatchewan; it has the highest percentage of people with origins other than British, French or Native.
5. No, because English and French are grouped together.

## Unit 9: THE NATIONAL CAPITAL REGION, Part I

### Follow-up Questions

1. Its position on the Ontario/Quebec border, good transport, an ethnically mixed population, distance from the U.S. border, and a growing population
2. Queen Victoria with advice from Sir Edmund Head
3. The text only mentions Hull, but there are many more.

#### Vocabulary

- |                                |                   |
|--------------------------------|-------------------|
| 1. seat of national government | 6. labour force   |
| 2. proper                      | 7. dubious        |
| 3. vague                       | 8. brainchild     |
| 4. ethnic                      | 9. impressed with |
| 5. viable                      | 10. master plan   |

#### Scanning for Detail

- |                                   |                   |
|-----------------------------------|-------------------|
| 1. In the 1820's                  | 7. Canada         |
| 2. 4,662 km <sup>2</sup>          | 8. Jacques Gréber |
| 3. The National Capital Act, 1958 | 9. One-third      |
| 4. Kingston                       | 10. Lumber        |
| 5. Sir Edmund Head                | 11. Canberra      |
| 6. No, it is a Crown Corporation. |                   |

## Unit 10: THE NATIONAL CAPITAL REGION, Part II

### Follow-up Questions

1. No, the author is very favorably disposed to Ottawa.
2. There is little heavy industry, government is the major employer, and the NCC maintains many parks.

#### Vocabulary

- |          |                 |            |
|----------|-----------------|------------|
| 1. humid | 4. strain       | 7. sloping |
| 2. urban | 5. arable       | 8. calibre |
| 3. hardy | 6. skating rink | 9. acclaim |

#### Scanning for Detail

1. Gatineau Park and the Greenbelt
2. The Gatineau River
3. No. The text says it once was, and some people believe falsely that it still is.
4. The National Gallery, the Museum of Man, the Museum of Natural Sciences, the Museum of Science and Technology, the National Currency Museum, the Canadian War Museum, and the Aviation Museum
5. Three
6. The Museum of Science and Technology. It is a refracting telescope.
7. The Festival of Spring
8. On the Experimental Farm
9. 53
10. Confederation Park
11. The Festival of Spring
12. The National Currency Museum

## Unit 11: CANADARM

### Follow-up Questions

1. It is mainly used to manipulate satellites.
2. a. Space                      b. The cabin
3. a. The Canadian government  
b. The U.S. government

#### Vocabulary

- |              |              |               |
|--------------|--------------|---------------|
| 1. remote    | 4. enable to | 7. tasks      |
| 2. grip      | 5. precisely | 8. hardware   |
| 3. cargo bay | 6. trials    | 9. subsequent |

#### Scanning for Detail

1. 65,000 lb. or 29,500 kg
2. NRC and Spar Aerospace
3. 25 million dollars
4. Spar Aerospace
5. During Columbia's second flight
6. A loaded boxcar and a bus
7. Two telephone poles
8. The first one was donated.
9. Positioning satellites, retrieving satellites, launching the Space Telescope, and building structures

#### True/False

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. T | 2. T | 3. F | 4. F | 5. F |
|------|------|------|------|------|



### Labelling

- the elbow of the arm
- the cabin
- a satellite
- the shoulder of the arm
- the wrist of the arm
- the cargo bay

## Unit 12: NEW FRANCE, Part I

### Follow-up Questions

- Exploration and Fishing, The Fur Trade, Settlement, and The Development of the Colony
- The passage is unbiased.

### Vocabulary

- |                |                    |
|----------------|--------------------|
| 1. distinct    | 5. inhabitants     |
| 2. establish   | 6. self-sufficient |
| 3. proved      | 7. interrupted     |
| 4. competitors | 8. fleet           |

### True/False

- |                              |      |
|------------------------------|------|
| 1. F                         | 3. F |
| 2. F (about 30 times larger) | 4. X |

### Locating Information

- In the first paragraph
- No information is actually given on this, though it is clear that agriculture and business were established in the settlement phase.
- In the last paragraph of The Development of the Colony
- In the second paragraph of Exploration and Fishing
- In the first paragraph of The Fur Trade
- In the first paragraph of Exploration and Fishing

### Looking at Time Expressions

- a. (1500-1549, the early 16<sup>th</sup> century)
- b.
- b.

## Unit 13: NEW FRANCE, Part II

### Follow-up Questions

- No. It is actually about colonial policy.
- The author gives a number of reasons for why New France was lost apart from the Battle of the Plains of Abraham. Individual answers may vary.

### Vocabulary

- |                 |                    |                 |
|-----------------|--------------------|-----------------|
| 1. defeated     | 4. tended to       | 7. bankrupt     |
| 2. overwhelming | 5. in the event of | 8. restrictions |
| 3. tolerated    | 6. reluctantly     | 9. devote       |

### Locating Information

- The Settlement of New England and New France
- "Britannia Rules the Waves"
- "Let the Stable Burn"
- Paragraph one
- The Settlement of New England and New France

### True/False

- |      |      |      |
|------|------|------|
| 1. T | 2. F | 3. F |
|------|------|------|
- X We know there was a plan to build ships for France, but we do not know from the text that these ships were actually built or that they were intended for the navy.

### Looking at Sentence Links

- a. The English advantage: 40,000 to 4,000  
b. "the overwhelming superiority of English forces"  
c. English tolerance for religious freedom
- The signing of the treaty in 1763 and the outcome of the battle in 1759
- All three uses are for contrast. The first 'while' contrasts the populations - 80,000 in New France versus 1,500,000 in New England. The second 'while' contrasts attitudes toward unusual religious groups - more tolerance in New England than in New France. The third 'while' contrasts rents paid in New England and New France.

## Unit 14: UNIONS IN CANADA

### Follow-up Questions

- Unions helped bring about
  - child labour laws
  - minimum wage regulations
  - safety legislation and inspections
  - free public education
- They are too powerful; they contribute to high prices.

### Vocabulary

- |                     |                    |
|---------------------|--------------------|
| 1. controversy      | 6. extremely       |
| 2. illegal          | 7. composed of     |
| 3. legal            | 8. affiliated with |
| 4. funded           | 9. wages           |
| 5. take for granted | 10. pension        |

### Skimming for Information

1. 1872
2. Railway workers, garment workers and printers
3. Higher wages and better working conditions
4. Free education, child labour laws, a minimum wage, and safety legislation
5. Ontario Public Service Employees and the FTQ
6. White collar workers
7. Some Canadians see a positive contribution; others see a harmful effect.
8. The dilemma is whether or not Canada can compete in international markets while paying high union wages.

### Scanning Charts and Graphs

1. Fig. 2, because it gives numbers and percentages, types of industry, unionized and non-unionized, as well as self-employed workers.
2. 287,133
3. The Paperworkers Union
4.
  - Quebec Teaching Congress (Centrale de l'enseignement du Québec)
  - Social Affairs Federation (Fédération des affaires sociales)
  - Teamsters
  - Ontario Public Service Employees
  - Electrical Workers
5. Approximately 3:2 in favour of men
6. a. National  
b. International
7. a. Public Administration  
b. Agriculture, Fishing and Trapping
8. Agriculture, Fishing and Trapping

## Unit 15: THE CANADIAN BROADCASTING CORPORATION

### Follow-up Questions

1. No.
2. The author favors public broadcasting.

### Vocabulary

- |                  |                  |
|------------------|------------------|
| 1. broadcasting  | 6. consensus     |
| 2. call sign     | 7. fundamental   |
| 3. revenue       | 8. founded       |
| 4. controversial | 9. underfinanced |
| 5. unanimity     |                  |

### Scanning for Detail

1. Reginald Fessenden, on December 12, 1900
2. Canadian Radio Broadcasting Commission
3. May 20, 1920
4. 1936
5. Four
6. Eight (1928-1936)
7. In the United States
8. Marconi
9. Montreal and Toronto, and possibly others which had good service from American stations
10. The Toronto Telegram
11. The CPR, the Canadian Manufacturers' Association, The Toronto Globe and Mail, The Toronto Telegram, and La Presse

### Skimming for Information

1. a. He could not get funding in Canada.  
b. It was not profitable.  
c. To recommend broadcasting policy  
d. They opposed government intervention.  
e. It was underfinanced, badly managed, and not what the Canadian Broadcasting League had asked for.
2. It was needed to tie the country together.

### True/False

1. T      2. T      3. X      4. T      5. F





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